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A VARIANCE ANALYSIS OF THE SELF-ESTEEM AMONG
BLACK ELEMENTARY SCHOOL CHILDREN: SEX AND GRADE LEVEL
THE DETERMINING VARIABLES

A Dissertation Presented

by

Gerald L. Durley

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

September, 1973

Major Subject Urban Education

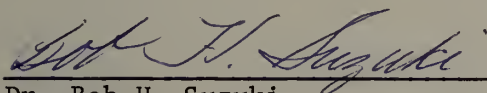
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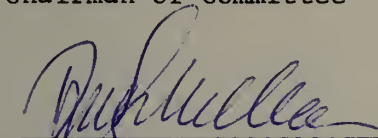
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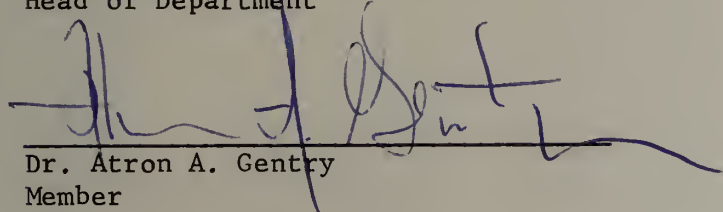
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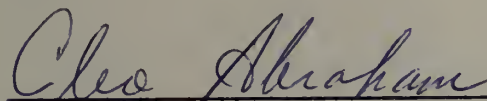
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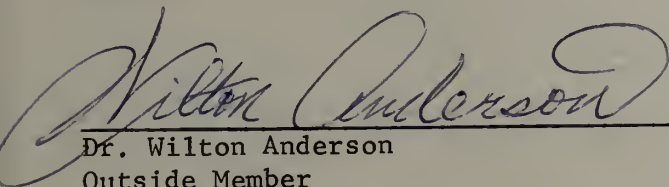
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May, 1973
(Month) (Year)

DEDICATION

This entire study is dedicated to my late brother,
Mr. Dennis Eugene Durley.

ACKNOWLEDGMENTS

The writer will never be able to appropriately thank the persons who are responsible for his ever attaining the opportunity to be in the position to present this effort.

Persons to whom this acknowledgment is written will understand, know, and appreciate my sincere feeling of gratitude to them. To them -- Thank you.

ABSTRACT

A VARIANCE ANALYSIS OF THE SELF-ESTEEM AMONG BLACK ELEMENTARY SCHOOL CHILDREN: SEX AND GRADE LEVEL THE DETERMINING VARIABLES

May, 1973

Gerald L. Durley, B.S.: Tennessee State University

Master of Science: Northern Illinois University

Directed by: Dr. Bob Suzuki

The purpose of this study was to investigate and compare the various developmental levels of self-esteem among Black elementary school students, as differentiated by grade level and sex in the East Aurora, Illinois School District. The investigation measured, analyzed, and compared elementary school children by employing the analysis of variance method using grade level and sex as the determining variables.

The sample for this study was selected from ten elementary schools on the east side of the Aurora, Illinois School District. There were 397 Black elementary school children in the sample group, of which 205 were male students and 192 were female. The Coopersmith Self-Inventory Scale was administered to the sample by the classroom teachers of the children. The teachers read the instrument to students in grades one through three and allowed the students in

grades four through six to read and interpret the instrument for themselves. The sample was taken from an area of the city which is considered a "low income area," as defined by governmental classification scales.

The data was analyzed using "t" test correlations between each grade for the total sample group, and between sexes at each grade level. The results showed that there was a continuous increase in the level of self-esteem for both the male and female students in this investigation as both groups progressed educationally. At the fourth grade the measured level of self-esteem of the male students was higher than that of the female students. The data further indicated that there were statistically significant increases in the levels of self-esteem of male students between fifth and sixth grades; while the same effect was exhibited for female students between fourth and fifth grades. There was also a statistically significant difference between the levels of self-esteem of fifth and sixth grade students which indicated that the self-esteem of sixth graders of both sexes was higher. Finally, the measured level of self-esteem of the third graders was higher than that of the fourth graders.

The results of this study were in direct contradiction to the initial hypotheses of the investigation which were:

- 1) the level of self-esteem of Black elementary school children tends to become increasingly lower as they progress

educationally (i.e., in terms of grade levels); and 2) Black elementary school females have a higher level of self-esteem than their male counterparts at the same grade level.

It was surmised that one of the reasons for the difference between the results and the hypotheses was that the level of self-awareness and personal identity among the sample group was higher than conceived by the investigator; thus, the intuitive, experientially based hypotheses initially postulated did not pertain to this group.

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CHAPTER I

INTRODUCTION

The following investigation is felt to be a timely contribution to the growing body of knowledge accumulated during the past decades by researchers who have been studying and re-defining the concept of the self-esteem of individuals. There are, as the study will demonstrate, as many theories and definitions of self-esteem as there are people whose levels of self-esteem are being analyzed. This study confines its efforts to measuring levels of self-esteem among Black children which has, to date, not been sufficiently outlined by Black researchers.

The past few years have seen a mild cultural revolution among Black Americans in that they are openly exhibiting their heritage through a variety of forms (i.e. dance, food, dress, and pride). Pride in whom they are, recognition in what they are, and faith in what they are capable of becoming are the common threads which are constructively tying together Black people in America. Although there has always been a level of racial pride among Black persons prior to the current verbal revolution, Blacks have tended to compare themselves on a scale based on the white value system.

These effects have been transmitted, Black, as well as white, through many generations until two distinct groups of people have evolved. Some of the major distinctions between the groups are evident in how each perceives themselves, how each feels the other group perceives them or more aptly stated, how the levels of self-esteem developed differently for each group due to completely different societal reference bases. The attitudes, feelings, and aspirational desires of each group were to a large degree directly influenced by the educational and socializing processes that were transmitted to the children. The children from both groups have been studied over the past few years in an effort to delineate commonalities, as well as to define differences in their individually measured levels of self-esteem.

Researchers have attempted to isolate the variables which determine why one person develops a very healthy feeling toward self, while another has just the opposite feeling. Admittedly, investigations of this nature cannot reveal, in absolute terms, what causative factors directly affect the level of self-esteem.

During the late 1960's through the early 1970's there has been a concentrated effort on behalf of Black people in America to achieve equality of opportunities with other segments of society and to develop an inner level of racial pride and awareness. Black leaders have felt that understanding one's racial and cultural heritage is one of the

elements which will assist an individual toward developing the necessary characteristics defined as the acceptance of self. The genuine realization and acceptance of self, discussed at greater length later in this paper, has a direct effect on personality traits, self-awareness, and levels of measured self-esteem. This statement is of prime importance in the psychological conditioning process in which Black Americans have recently found themselves involved because it implies that with an acceptance of self one can then begin to realistically assess who she or he is and attempt to evaluate one's self-worth. This awareness/acceptance process is important in the development of certain personality traits among children, as well as having a direct relationship on the manner in which they assess their individual self-worth.

The effects of low self-esteem upon the personality traits and academic performance of Black elementary school children have been persuasively documented. The increasingly poor performance exhibited by these children as they grow older may reflect a process by which low academic achievement coupled with an increasing awareness of failure result in a vicious circle in which self-esteem and the level of performance interact inseparably (Hess, 1970).¹ Pearl Thompson in

¹Hess, E.D., "Imitation and Self-Esteem as Determinants of Self-Critical Behavior," Child Development, 40:421-30, June 1969.

her study found that after four months of teaching Black children about their heritage, their levels of self-esteem increased, the receptivity toward reading tasks increased, and there was a significant relationship between racial awareness, achievement, and self-concept.²

Efforts to assess sex and ethnic group differences in the level of self-esteem have produced a wide array of inconsistent results. A recent summary of these findings (Zirkel, 1971)³ have pointed to the need for precision in defining the set of relevant factors which may be associated with an individual's level of self-esteem. It may be that the Black child's definition of his self-worth could be based on a set of variables different than those which define the same feelings of self-worth in his white classmates. Or, each ethnic group may regard the same variables as crucial, but differ in the order of importance they would assign to those factors. The factors involved in the priority selection process are the characteristics that are learned from the child's primary group (i.e. family, relatives, friends, etc.). For example, there appears to be considerable difference between

²Thompson, Pearl, "A Study of Effects of Black Studies on Self-Esteem of 'Negro' Kindergarten Children," (unpublished Ph.D. Dissertation, University of Maryland), 1970.

³Zirkel, P., "Self-Concept and the 'Disadvantage' of Ethnic Group Membership and Mixture," American Educational Research Journal, 3:211-225, 1971.

peer values held by children from different ethnic groups (Kanou, Daugherty, and Cohn, 1962).⁴ Storm found that there was a significant interaction of race image with self-concept ($p = .001$); and that Black children showed greater distortion (i.e. in terms of a standardized norm) than did Caucasian children.⁵ Her study demonstrates that an individual's perception of his/her racial image directly affects his/her self-concept and the level of self-esteem. She also found that when white middle class terminology was used in the measuring instrument, Black children tended to see themselves in a less positive manner than their white counterparts.

Racial differences, self-awareness, self-worth, peer and self acceptance, self-concept, and self-esteem are all interacting forces which determine how an individual evaluates his personal self-worth. An attempt to determine which of these variables has the greatest impact would be extremely difficult due to the various definitions of each concept. However, it is conceivable that an investigator could isolate one of these components and study some of the elements of which it is comprised and make certain broad, general

⁴Kanou, Daugherty, Cohn, "How to Form Values Which Overcome Social Conflict and Create Community," Delta Kappa Gamma Bullentin, 36:17-23, Fall 1969.

⁵Storm, Penelope Annabelle, "An Investigation of Self-Concept, Race Image, and Children," (unpublished dissertation, University of Maryland), 1970.

statements about how a person perceives or evaluates him/herself. This study has chosen to investigate one component of a Black child's general psychological make-up as it relates to grade level in school and sex. That component is the level of self-esteem as measured by one instrument, the Coopersmith Self-Inventory Scale.

As Kanous, Daugherty, and Cohn indicate there are considerable differences between peer values held by children from different ethnic groups. This raised the question for the investigator of the need to study peer evaluations within the same ethnic group, and possibly between sexes. Storm states that Black children display a greater "distortion" than do Caucasian children. A point which again illustrates the need to isolate the racial variable to assess the perception of Black children at the same level of development (i.e., age, grade).

CHAPTER II

BACKGROUND OF INVESTIGATION

Rationale for Study

The significance and importance of an investigation of this nature is embedded in the philosophy of providing the best possible educational opportunities for all children. The American educational system as it exists today is primarily designed to render maximum service to the majority group in this country. Of course, whether the educational system is, in fact, attaining this objective is being repeatedly questioned in homes, courts, schools, and higher educational institutions throughout the country. Nevertheless, it is a fact that white, middle class Americans by virtue of their sheer population and economic and political control have manipulated what, how, and who will be educated by the system.

Teachers who have been trained in the traditional four-year institutions are thoroughly indoctrinated in teaching methods which are primarily relevant to white, middle class children. Their training certainly does not include consideration of the educational needs of minorities (i.e., ethnically, culturally, etc.). This is not to imply that periodically there are not seminars which discuss minority

cultures, feelings, and aspirational goals, but it becomes quite apparent that such efforts are minimal at best. These efforts have been ineffectual primarily because most teacher trainers have been insensitive to the needs of minority group members. This insensitivity is blatantly exemplified when the trained white teacher is placed in a predominately Black classroom.

Assuming that the existing educational curriculum is not primarily designed for Black children, and that many white teachers who are teaching in Black elementary schools are not properly trained, a very serious question is then raised as to what happens to Black children once they are placed in such an educational milieu. Aside from dealing with the fact that Black students are academically disenfranchised, there is a need to provide specific means by which Black students and others can develop themselves in terms of personal growth. The curriculum as well as teachers should reflect an attitude toward the children which will assist them in developing positive images about themselves.

In an attempt to contribute to these efforts, this study sought to isolate, measure and interpret the level of self-esteem among Black elementary school children in a section of a mid-western city. The basic objectives of the study were the following:

- 1) to analyze and discover whether any significant difference exists between the levels of self-esteem of Black male and female elementary school children, and
- 2) to determine whether levels of self-esteem decrease as these students progress educationally.

The potential impact of an investigation of this nature can be ultimately assessed only when the results are collaborated with other related research efforts and the combined findings are presented.

There are a number of ways in which the data from this study may be of direct use to students, teachers, teacher trainers, and parents. Pertinent data from the study may provide a reference base for sensitizing teachers toward the realization and understanding of why certain Black children in the same classroom comprehend and learn faster than others. If, in fact, the level of self-esteem is a vital element in understanding how and why a child learns, then teachers and parents need to re-assess some of their personal feelings and actions when relating to Black elementary school students. The trainers of teachers will have yet another small piece of research to assist them in developing a more comprehensive methodology for preparing teachers for the "real world." If parents were to understand the possible effects their actions may have on their child's

level of self-esteem and what role self-esteem plays in the total socio/psychological growth of their child, then presumably parents and teachers can work collectively to create a comprehensive learning environment for the child.

This study was primarily motivated by the belief that there has been too little empirical data or statistical evidence on grade level and sex differences in Black children at the elementary school level. If the data indicates there are statistically significant differences, then questions need be raised as to what effect these differences have on the child's total developmental and growth processes in and out of school and how teacher/parents can alter these processes to the benefit of the child.

To establish a base of reference in determining the validity this study as it relates to the general problem of measuring the level of self-esteem among Black elementary school children, it is useful to cite several research studies which have been conducted on how the personality and self-concept of children are developed.

Personality formation is best understood in terms of the social context and social forces which impinge directly upon the individual.⁶ This view is supported by a theory

⁶Ben Hodgkins and Robert Stakenas, "A Study of Self-Concepts of Negro and White Youth in Segregated Environments." Journal of Negro Education, Fall, 1969, p. 370.

developed by Theodore Newcomb.⁷ Integrating both psychological and social determinants in his discussion of self-concept, Newcomb places great emphasis upon the importance of the social context in which an individual finds himself. In effect, according to Newcomb, self-concepts are developed from the values and beliefs one learns from primary reference groups (i.e. parents, siblings, relatives, etc.). These groups provide the frame of reference or a scale by which one can measure or evaluate his/her self-worth according to group standards.⁸

Relating this theory to the effects in a segregated society on the development of the Black self-concept, it might be expected that in a segregated community the incidence of a negative self-image should be no greater among Blacks than among whites since in both cases the primary reference groups are for the most part family and friends of the same race. The only problem with this explanation is that the reference group for Black children tends to reflect the patterns of behavior which were necessary for the group to survive in a larger segregated society.

Children from white families are conditioned to expect certain rewards from the larger society. On the other hand, Black children, since they are exposed to a

⁷Theodore M. Newcomb, Social Psychology (New York: Holt, Rhinehart, and Winston, 1950).

⁸Ibid., pp. 323-327.

broader reference base, begin to compare themselves with what they have learned society deems as success. The Black child must be confronted with societal scales which tend to measure one's success by what he has attained in contrast to the total population. Thus the realities of what is necessary to attain success becomes a determining factor in how the Black child evaluates his self-worth. The reasons for the development of this less than positive feeling will be further discussed later.

There are at least two aspects of one's self-concept associated with a given situation: 1) that derived from the behavioral role played by the individual and 2) that derived from evaluations of his experience based upon a learned frame of reference.⁹ Part of the meaning a person associates with his own performance in any situation is his perception of himself in a role which is situation-bound. In Thomas' terms, the person would include himself in any "definition of the situation."¹⁰ Such a self-perception in normal circumstances would take on meaning by virtue of learned role expectations associated with the position assumed by the person. Thus, for the Black person, as for any

⁹Ibid., p. 330.

¹⁰W. I. Thomas, "The Four Wishes and the Definition of the Situation," in T. Parson (ed.), Theories of Society, (New York: The Free Press of Glencoe), 2:741-744, 1961.

individual, his self-concept in part is a reflection of the meaning of his performance in specified relatively enduring roles in addition to previously learned attitudes and values.

The studies thus far presented clearly indicate that levels of self-esteem are intricately interwoven with the network of characteristics that directly or indirectly affect the individual's life. As proposed by Ziller and Long, "self-esteem is an evaluation of the self in relation to significant others. The perceiver orders himself in relation to significant others which may include friends, groups, family, etc."¹¹ For the purpose of this study it is necessary to understand why Black children may tend to view themselves with a certain degree of low-self esteem. It should be understood that "self-esteem may vary across different areas of experience, and according to sex, age, and other role-defining conditions."¹²

Realizing that there are numerous variables and combination of variables influencing the level of self-esteem in Black elementary school children, the present investigator decided to limit his research endeavor and concentrate on two specific variables--grade level and sex. It has been shown in other studies that socioeconomic status (SES) may

¹¹Robert C. Ziller and Barbara H. Long, Self Social Constructs of Children, (Eric Microfilm, ED 021615), 1967.

¹²Coopersmith, S., The Antecedents of Self-Esteem, (San Francisco: W. H. Freeman and Company, 1967), p. 6.

be an important variable when research is being conducted on self-concept or in attempting to measure the various levels of self-esteem. Although SES was considered by the investigator when the study was conceived and the variables chosen, it was reasoned that if SES was included as a variable the original intent and impact of the investigation would have been obscured due to the fact that many other variables would then necessarily have to be included in the research (i.e. achievement, academic performance, I.Q., behavior patterns, etc.). The inclusion of these other variables would have made the study far too broad in scope, and would have detracted from the primary focus of the research.

A concerted effort was made to select a sample group, to the extent possible, from the same socioeconomic background. In selecting a sample group with similar SES, the investigator attempted to maintain SES as a constant and to concentrate the efforts of the investigation on the sex and grade variables.

With the assistance of the superintendent of schools in Aurora, Illinois and the Governmental Occupational Classification Scale, the socioeconomic breakdown shown on the following table was obtained for the parental occupational levels of the 397 students in the study. Due to the confidentiality of the data, it was impossible to individually match these levels with the self-esteem test scores (described later) of each student.

The data presented make it apparent that most of the sample group's parents, according to the Governmental Occupational Classification Scale, are at the lower socioeconomic strata which is reflected in the fact that 276 were classified as unskilled, 114 in the categories of clerical or skilled labor, and 7 as professionals. This data has been presented to demonstrate the near homogeneity of occupational backgrounds of the sample group. Moreover, it has been established that all of the sample group lived in the East Aurora School District which, as defined by the schools, had similar socioeconomic characteristics.

Governmental Occupational Classification Scale

<u>Number</u>	<u>Occupational Classifications</u>
108	Aid to Dependent Children
91	Unskilled Labor
77	Low Income
59	Clerical
55	Skilled Labor
<u>7</u>	Professional
397	

Sex and grade level were chosen as the variables in this study because a review of related literature and research revealed that although numerous variables have been studied, few studies have been conducted on the effect of

these two variables. For this particular study the grade variable is defined as the level of academic placement of a student enrolled in the current graded public school system, and the sex variable is defined as the male/female gender. The sex gender variable was used to further delineate the sample group for the purpose of analytically investigating the differences between the sexes in the same grade level and between sexes at various grade levels.

Although numerous investigators have conducted studies in the area of measuring self-esteem, few have measured and compared levels of self-esteem among Black elementary school children using grade level and sex as variables. A number of studies have been conducted in past years by many noted researchers who have compared and analyzed numerous variables which possibly contribute to the establishment of an individual's level of self-esteem. Some variables which have been recognized as having an effect on levels of self-esteem are: 1) sex; 2) age; 3) grade; 4) family income; 5) occupational status; 6) social status; 7) family educational level; 8) racial origin; 9) background; 10) levels of success; 11) levels of achievement; 12) values and aspirations; 13) levels of expectation; 14) levels of competition; and 15) I.Q.. These are admittedly only a few of the more salient variables which researchers have felt play an integral role in the formulation of the measured level of self-esteem. Various researchers as a result of

their past experiences have attempted to isolate the one or two variables which they feel most directly affect the level of self-esteem. However, the majority have concluded that no one or two variables alone can solely determine how one perceives his personal worth.

The present investigator, realizing and understanding that all of the aforementioned characteristics are contributing factors to the level of self-esteem and that all variables must be analyzed in order to determine why self-esteem may be at a certain level, has chosen to compare the levels of self-esteem among Black elementary children on the basis of grade level difference and sex differentiation.

The selection of the two variables for this study was based on the personal and intuitive experiences of the investigator. It was surmised by the investigator that historically in the Black community the Black female was always afforded much more of an opportunity for education, self-expression, jobs, etc. than her male counterpart and these experiences allowed her to develop a much healthier concept of self, thus increasing the chances that she would view her personal self-worth in a more positive manner. The Black female, as contrasted to the Black male, is confronted in society with more positive reinforcing agents (i.e. opportunities to marry into social class, educational opportunities, less competition with the white male power structure, etc.) which when coupled with aspirational

levels of achievement being constantly transmitted by family and other primary groups tend to assist in the development of a more positive picture of self. This is not to indicate that the opposite is always true for all Black males.

Historically in America the Black male has been forced to contend with not only all of the external forces, but certain cultural and societal conditions which have traditionally hampered males in the Black family. If one accepts this rationale, one may expect that then the level of self-esteem of the Black male will tend to be lower than that of the Black female.

The investigator felt that if sex difference was chosen as a variable, research could be conducted to determine whether there are differences in levels of self-esteem between males and females at the elementary school levels. This data could then be used to make an assessment of society's impact on the two groups regarding self-perceptions at the ascending grade levels.

Grade level difference was selected as the other variable to account for the effect on self-esteem of the experiences to which an individual is exposed throughout his life. As children begin to expand their contact from primary groups to peers, to associates, etc., their self-perceptions are reflected in how they feel others perceive them, as well as the limits of behavior set by that group. Thus, the selection of the second variable is based on the

hypothesis that self-esteem among Black elementary school children tends to become increasingly lower as they progress educationally (i.e. grade levels).

The investigator believes that an educational system which is not designed for the Black child would result in damaging his self-esteem and as more non-positive experiences are thrust upon the child during the schooling process, the greater the possibility that the child's self-perception of worth will decrease.

The study in its rationale and choice of variables should contribute useful data which can be added to other research efforts that have attempted to isolate and measure various dimensions of self-esteem in elementary school children.

Statement of the Problem

The purpose of this study was to measure and compare the various developmental levels of self-esteem among Black elementary school students as differentiate by grade level and sex, in the East Aurora, Illinois School District. The technique employed was the analysis of a variance method using grade level and sex as the correlation variables.

Specifically the objectives of this study were as follows:

- 1) To measure levels of self-esteem of Black elementary school boys from grades one through six.

- 2) To measure levels of self-esteem of Black elementary school girls from grades one through six.
- 3) To compare and analyze levels of self-esteem between elementary school boys and girls from grades one through six.

General Hypotheses

These hypotheses were generated as a result of the investigator's realization that for some time researchers, psychologists, sociologists, educators, and others have stated that Black children tend to possess a lower level of self-esteem than white children. This feeling of low self-esteem has been attributed to societal racism, socio-economic status, and a variety of other factors. As previously discussed, the rationale for selecting grade level and sex as the two variables was to permit more specificity in the analysis of the reported findings. Moreover, the investigator wished to isolate the two variables which, based on an experiential base of previous involvement in the Black community, were felt to be of major significance and relevance for enhancing and contributing to the knowledge of how to improve the education of Black children.

These hypotheses, which served as the basis for undertaking this study, were formulated as follows:

- 1) Self-esteem of Black elementary school children tends to become increasingly lower as they progress educationally (i.e. grade levels).
- 2) Self-esteem among Black elementary school males tends to decrease as they progress educationally (i.e. grade levels).
- 3) Self-esteem among Black elementary school females tends to decrease as they progress educationally (i.e. grade levels).
- 4) Self-esteem of Black elementary school females will be greater than the self-esteem among Black elementary school boys at any given grade level.

Definition of Terms

Although numerous studies have been made on various aspects of self-esteem, there has been no general agreement on definition of terms or measurement techniques. However, Wylie has concluded that for the fields of psychology and education, studies on self-esteem have been more beneficial than those using the broader terms such as self-concept.¹³ Nevertheless, studies of self-esteem are difficult to evaluate since the term itself is vague and subject to manifold interpretations. The following is a brief summary

¹³Ruth C. Wylie, The Self-Concept (Lincoln, Nebraska, University of Nebraska Press, 1961, p. 319.

of how self-esteem is defined by several individuals: "pride (Baldwin and Leving, 1957); ego (Freud, 1927); dominance (Gough, 1954); need (Maslow, 1939); self-assertion (Gough, 1954); and self-cathexis (Jourard, 1957).

Various definitions emphasize short and long term, hierachical, ego, behavioral, social, and self states, all of which presumably have in common the ego needs postulated by Freud and extended and clarified by A. Freud (1938), Horney (1937) and other neo-Freudians, and Rogers (1942).¹⁴

For the purposes of this study, self-esteem is operationally defined as the number of correct responses made by a student on the Coopersmith Self-Esteem Inventory (see Appendix) multiplied by a factor of two. This fifty-eight item scale, developed by Coopersmith,¹⁵ is discussed in detail in Chapter IV and was the instrument chosen to measure self-esteem.

Coopersmith defines self-esteem as being "a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself." This definition will be used as the basic frame of reference for this study. Coopersmith's instrument was developed originally for use at the grammar school level but has also been used with high school students and appears to project adequate reliability

¹⁴Hodgkins and Stakenas, Op. Cit., p. 371.

¹⁵Coopersmith, Op. Cit., 1967, p. 5.

when used with an adult population.¹⁶ Robert Sears reviewed this instrument very favorably, especially in relation to the reliability and validity of the instrument.¹⁷

The definitions for the two determining variables, sex and grade level, are self-defining, but for clarity they will briefly be stated at this time. Grade level is defined as the actual numerical attainment as designated by the school. The grades which were tested in this study are grades one through six; while, the sex variable is defined as the gender (male/female) of the children in the school.

Limitations of Study

1) Temporal Limitations: It is recognized that the self is subject to change; therefore, the level of self-esteem of each subject reported in this study is that which was measured at the time an individual was tested.

2) Geographical Limitation: This investigation was confined to grades first through sixth in one section of an urban northern city with a population of approximately 60,000. The sample was selected from the east side of the city which, according to government standards, is considered to be in a low income industrial area.

¹⁶Sandra Stein, "Relationships Between Self-Esteem and Personal and Interpersonal Values", (unpublished Ph.D. Dissertation, Northern Illinois University, DeKalb, Illinois), 1969.

¹⁷Robert Sears, "A Treatment of Worth," Contemporary Psychology, 14:146, March, 1969.

3) Methodological Limitation: Even though the Coopersmith Self-Esteem Inventory is considered as one of the best instruments for a study of this nature, certain biases may be introduced depending on the manner in which the instrument is administered, such as who is administering the instrument, when it is administered, and how it is administered.

In an attempt to minimize these effects, three basic precautionary procedures were followed. First of all, the test was administered by the classroom teacher of the children since it was felt that he could more easily assist in creating a relaxed atmosphere in which the students level of anxiety and excitement would be minimized. Secondly, the test was administered in two separate sessions to prevent the possibility of boredom or test fatigue. Finally, a brief training session was conducted for the teachers who administered the instrument. This training session basically centered on the techniques and methodology of test administration.

4) Semantic Limitations: There is the possibility that the children in the sample group, even with the assistance of the teacher, may misinterpret or not fully understand the meaning of some of the questions, thus negating the effectiveness of the instrument to a certain degree.

5) Limitations of data: The data was representative of one segment of a northern Black community and only

attempted to measure the level of self-esteem among randomly selected classrooms ranging from grades one through six in one school district. The variable SES was held reasonably constant, thus eliminating it along with achievement need and academic performance as variables. The only variable measured was the level of self-esteem (as defined by the Coopersmith Self-Inventory Scale) among Black elementary school children.

6) Limitations of Coopersmith's Instrument: The instrument is a self-reporting or self-interpretation instrument, thus allowing the possibility of being misunderstood. An instrument designed initially for one segment of American society (white middle class) and subsequently used on another (Black America) could lose some of its validity due to differences in the transference of meanings stemming from differences in cultural values and aspirational objectives.

This chapter has discussed the rationale for a study of this nature, as well as defining the problem, stating the hypotheses, and presenting the limitations of the research. References to previous studies were used to establish more concretely the need for this type of investigation. The following chapter will be an appraisal or a review of the related literature which is pertinent for the research and interpretation of data used in the study.

CHAPTER III

REVIEW OF RELATED RESEARCH

Studies in Self-Esteem and Self-Concept

The related literature reviewed in this chapter will focus on the efforts of a number of investigators who have studied self-esteem and self-concept as it relates to educational adjustments of children. Much of the information in this section centers around differences between grade levels and sexes. A particular effort was made to review literature which are concerned strictly with Black children; however, due to the scarcity of literature on the self-esteem of Black children by Black researchers, it became apparent that much of the literature would consist of a vast array of studies conducted by white researchers on self-esteem among children in general. Nevertheless, an emphasis will be placed on trying to demonstrate how their findings and results relate to Black children.

Generally, research efforts and comparability in this area have been continually hampered by the shifting use of definitions of both self-esteem and self-concept. Typically, investigators have been content to rely on the instruments utilized to define the construct being investigated. Unfortunately, some instruments appear to rest heavily on

the face validity of specific items. Several studies have suggested that Black school children have a lower level of self-esteem than their white classmates. Most of these investigators have relied on Ausubel and Ausubel's rationale to discuss their findings.¹⁸ This model suggests that Black children in segregated settings have fewer examples of superior achievement or quality teaching and are, therefore, less likely to compete vigorously in their academic work. The Ausubels maintain that lowered self-esteem is a correlate of low competition.¹⁹ Their prediction has received confirmation in work by Long and Henderson.²⁰

Additional studies contrasting Black and white school children in integrated settings have also suggested that the self-esteem of Black students is significantly lower than whites in elementary and junior high grades,^{21,22,23}

¹⁸P.R. Ausubel and P. Ausubel, "Ego Development Among Segregated Negro Children," Education in Depressed Areas, (New York: Teachers College, Columbia University, 1963).

¹⁹Ausubel and Ausubel, Ibid., pp. 86-88.

²⁰B.H. Long and E.H. Henderson, "Self-Social Concepts of Disadvantaged School Beginners," Journal of Genetic Psychology, 113:41-51, 1968.

²¹M. Deutsh, Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement, (Ithaca, New York: Cornell University Press, 1960).

²²C.L. Henton, "Relationship Between the Self-Concepts of Negro Elementary School Children and Their Academic Achievement, Intelligence, Interests, and Manifest Anxiety," (ERIC: ED 003 288), 1965.

²³R.C. Wylie, "Children's Estimates of the School-work Ability as a Function of Sex, Race, and Socioeconomic Level," Journal of Personality, 31:204-224, 1963.

during the high school years. Lowered self-esteem in integrated settings would not be predicted by the Ausubel's model, however, unless the Black students in these studies had only recently experienced integration. This was not the case in three of the four studies mentioned.

In contrast to the findings and models designed by Ausubel and others, Hodgkins and Stakenas state that in situations where Black people are the likely reference points, race is not a significant criteria for self-concept appraisal.²⁴ This contradicts Ausubel and others since it demonstrates the fact that it is possible for a Black person to develop a positive level of self-esteem. Moreover, if the instrument used to measure the individual's level of self-esteem adopts as its criteria for assessment, 1) academic performance and 2) behaviorial patterns, then Sopoina's research disagrees with Long and Henderson. Her studies reveal that the self-esteem and attitude that a child has toward himself is directly related to his immediate achievements, not race.²⁵

There may be a variety of reasons to explain why certain researchers find the level of self-esteem among Black

²⁴Hodgkins and Stakens, Op. Cit., p. 371.

²⁵

Mary Sopoina, "Self-Concept Changes in Adolescents Following Behavior Modification," (unpublished dissertation, University of Arizona), 1971.

children lower than that of white children. Some of the reasons for their findings possibly are :

- 1) the instrument which was chosen was biased against Black students, thus rendering negative results:
- 2) the sample groups which were chosen possibly were not indicative of the general population or were chosen deliberately by the researcher to substantiate previous studies or personal experiences;
- 3) misinterpretation of the desired responses by the Black children due to the limitation of the instrument; and/or
- 4) the lack of in-depth understanding of Black people's culture and values by the researcher, may have been a factor toward his making erroneous assumptions and later defending them with test data.

These four points are not mentioned to discredit any of these studies but only to emphasize the fact that in research concerning human behavior there is ample room for controversy and differences of opinion and that each study should be questioned and evaluated on its own merits.

As was stated in chapter two an individual's level of self-esteem is measured in terms of how that individual

values his own personal worth. Snygg and Combs,²⁶ and Rodgers²⁷ have given a central place to the nature of self-concept, usually described as a more or less unitary array of conscious subjective experiences. This simply indicates that one's perception of self is relative to his level of exposure.

Children are constantly being thrust into learning situations which demand their expressing themselves in new and different ways, which results in their constantly reassessing and evaluating their capabilities. G. H. Mead contends that during these regular self re-evaluations that individuals tend to internalize these evaluations and the evaluations become a part of the defined self.²⁸ He further states that children during this re-evaluation process conceive of themselves as having the characteristics and values that others have ascribed to them. Therefore, based on these findings the level of self-esteem that an individual develops is closely linked to all of the perceived factors which influence his/her growth.

Social status is a variable of relatively high importance because it is a factor which can directly effect

²⁶D. Snygg and Arthur W. Combs, Individual Behavior, (New York: Harper, 1949).

²⁷Carl Rodgers, On Becoming a Person, (Houghton, Mifflin, Boston, 1961).

²⁸G. H. Mead, Values Learned by Children (New Haven: Yale University Press, 1934), p. 37.

the level of self-esteem due to its perceived association with power in the Black community. Epps in his research which relates self-esteem to social status found that social status plays such a vital role in children that those from lower status homes tended to enter school with less self-confidence about academic achievement than middle-class or upper class children and that the child with low initial self-confidence and self-esteem learns to expect failure in school and to associate school with unpleasant or unrewarding experiences.²⁹

His findings are enhanced by the work conducted by Kenneth Clark whose research reveals children will respond to their level of expectation. Clark's studies indicate that if a child is told and believes he has personal worth a d can perform certain tasks successfully, he will and that the reverse is also true.³⁰

What this indicates is that whether a student is in a totally segregated environment or not the level of personal worth is dependent upon how outside factors (i.e. social status, level of expectation, achievement, etc.) are integrated and interpreted by that individual.

²⁹Edgar G. Epps, "Self-Esteem and Social Status Among Black Children", The Journal of Negro Education, 34:17, Winter, 1970.

³⁰Kenneth Clark, Dark Ghetto, (New York, Evanston: Harper and Row, 1965), p. 128.

Researchers have tried to give a rationale for what they presumably have measured as being a feeling of inferiority by Black children. Goff suggests that the Negro child inherits an inferior caste status and inevitably acquires the negative self-esteem that is the realistic ego reflection of such status. Through unpleasant contacts with white persons and with institutionalized symbols of caste inferiority (e.g. segregated schools, neighborhoods, amusement places) and more indirectly through mass media and the reactions of his own family, he gradually becomes aware of the social significance of racial membership.³¹

Landreth and Johnson's studies reveal that the Black child soon learns that skin color is important, that white is to be desired, dark to be regretted.³² Thus, as demonstrated by Wertham, "having no compelling reasons for not accepting this officially sanctioned negative evaluation of himself, the Negro child develops deeply ingrained feelings of inferiority."³³

Along the same general trend, Ausubel states that by rejecting their own racial group they inevitably increase

³¹R.M. Goff, "Problems and Emotional Difficulties of Negro Children," (New York: Teachers College, Columbia University, 1949).

³²C. Landreth and B.C. Johnson, "Young Children's Responses to a Picture and Inset Test Designed to Reveal Reactions to Persons of Different Skin Color," Child Development 24:63-79, 1953.

³³F. Wertham, "Psychological Effects of School Segregation," American Journal of Psychotherapy, 6:94-103, 1952.

the burden of self-rejection, thus leading to lower levels of self-esteem.³⁴ A possible explanation for Ausubel's finding is that when an individual attempts or denies who he is racially, they are in effect rejecting what they are innately. The reasons for this rejection are varied, but one of the more salient theories is that the child has been surrounded by white middle class standards and values (media, education, business, etc.) and has seen the material rewards which can be accrued by seeking the acceptance of the dominant culture.

The Black child has also seen the level to which the general society has relegated the Black individual in terms of occupations, education, and housing. The resulting societal characteristics are negative and undesirable, and are in direct conflict as to how the individual wants to be perceived. Consequently, when the self evaluation process occurs, there is an identity crisis and generally the child's self-perceptions tend to be less than positive. The dichotomy between "what is" and "what should be" results in a conflict when one evaluates his personal worth or self-esteem. Ausubel's study indicates that this conflict may be a primary cause of a low level of self-esteem.

³⁴David Ausubel, "Ego Development Among Segregated Negro Children," Mental Hygiene, 42:362-369, 1958.

To briefly reiterate, the purpose of this section is to present existing data which tend to establish the fact that due to racism, Black children are placed in a milieu which may lead to the development of low levels of self-esteem. Further evidence for this has been indicated by numerous research projects conducted by Engel. He suggests that a positive change in self-concept is related to improved adjustment, and a negative change in self-concept is related to impaired adjustment. Also subjects whose self-esteem was low at the first testing were significantly less stable in self-esteem than subjects whose self-esteem was high.³⁵ Engel's other studies reveal that subjects who persisted with a low self-esteem over a two year period gave evidence of significantly more maladjustment than subjects who persisted in a higher self-esteem when maladjustment was measured. Also, subjects who showed less regard for themselves shifted toward significantly more maladjustment, while subjects who showed more regard for themselves shifted toward significantly more adjustment on peer ratings.³⁶

In regarding the question of self-esteem among Black children, it should be kept in mind that many of the research efforts on Black children were done in the early to mid-

³⁵ M. Engel, "The Stability of the Self-Concept in Adolescence," Journal of Abnormal and Social Psychology, 58:215, March, 1959.

³⁶ Ibid., p. 217.

sixties, with few efforts being reported in the seventies. Some of the more recent research attempts are unpublished doctoral dissertations which are cited in this investigation. This point is important to note due to the fact that researchers should now be able to measure the effects on children of the civil rights movements. One of the most recent attempts to measure the emerging identity of the Black child has been conducted by Susan Harris Ward and John Braun. Their study reveals that Black youngsters have developed a higher self-esteem and consequently prefer people of their own color to whites. They also found no differences in attitudes based on the sex of the child. They contend further that due to social changes created by recent social and political movements, feelings of competence have increased among Blacks and identify or adopt their own group as a social comparison model.³⁷

In the future more research endeavors will undoubtedly investigate the Black elementary school generation of today, but until recently the efforts have been one of comparing various ethnic groups to Black children with an emphasis of comparing the differences between Black and white children.

It should also be noted that there has been research which suggests that no difference exists between levels of self-esteem in Black and white students. Zirkel and Moses,³⁸

³⁷ Gerald Frasure, "Rise in Black Children's Pride is Found" New York Times, July 8, 1972.

³⁸ P.A. Zirkel and E.G. Moses, "Self-Concept and Ethnic Group Membership Among Public School Students," American Educational Research Journal, 8, 1971.

as well as Guggenheim,³⁹ found comparable levels of self-esteem among Black and white fifth and sixth-grade students. Similar findings were noted by Hodgkins and Stakenas⁴⁰ for Black and white high school students.

Researchers who have found no statistically significant difference between Black and white students have given a variety of reasons for such an outcome since each research technique was exclusive and unique to the researchers' individual study. However, there were commonalities among the studies some of which were:

- 1) the researchers used as their definition of self-esteem the individual's perception of his own individual self-worth and did not attempt to limit the person in the sample group to the stereotyped behavior patterns of the group;
- 2) the instruments used tended to cross validate the factors of social economic status, race, and achievement as contrasted to earlier studies which did not take into account all of the various cultural and ethnic variables;

³⁹ L.I. Guggenheim, Ethnic Levels of Self-Esteem, (Boston: Harcourt, Brace, World, 1969).

⁴⁰ B.J. Hodgkins and R.G. Stakenas, "A Study of Self-Concepts of Negro and White Youths in Segregated Environments," Journal of Negro Education, 38:370-377, 1969.

- 3) the sample groups from the more recent studies, due to changing societal trends, began to develop a much more positive identity at an earlier age than previously tested groups.

These are broad generalities as to the contrasting differences in the research findings, but it should be pointed out that the personal interests of the investigator often play an important role in what is researched and ultimately how it is translated. These findings clearly indicate that all research must be clearly and concisely analyzed within a framework which encompasses a broad definition of self-esteem.

Studies on other ethnic minorities have centered on Spanish surname students, mainly those with either Mexican-American or Puerto Rican backgrounds. Coleman found that the mean self-concept scores of Mexican-American and Puerto Rican students were lower than the mean scores for both the white and Black students in his sample.⁴¹

Some authors have felt that a minority student's level of self-esteem (or degree of positive self-concept) interacts with variables other than ethnic membership. A few authors have utilized research designs in which attention is given to such factors as sex, age, and socio-economic status (SES)

⁴¹J.S. Coleman, et al., Equality of Educational Opportunity, (Washington, D.C.: United States Government Printing Office), 1966.

as well as the degree of ethnic group mixture in the classrooms being studied. Gibby and Gabler, for example, used sex and I.Q. as controls in their investigation of Black and white students' self-concepts and concluded that there were significant differences in self concept between similar groups of Negro and white children but these differences are dependent on the sex and I.Q. of the children.⁴² Beebe indicates that there is an increased level of internality (i.e. degree to which child feels he is in control) with age, with an apparent leveling off at adolescence for both sexes. No significant sex differences in internality were found.⁴³ Direct evidence also exists for a relationship between self-esteem and socio-economic status. Wylie⁴⁴ and Hodgkins and Stakenas⁴⁵ found that differences between white and Black self-concept could be accounted for by social class variables alone, not ethnic group membership.

These findings make direct comparison of investigations difficult when these factors have been uncontrolled, even if

⁴²R.G. Gibby and R. Gabler, "The Self-Concept of Negro and White Children," Journal of Clinical Psychology, 23:144-148, 1967.

⁴³Janis Sue Beebe, "Self-Concept and Internal-External Control in Children and Adolescents", (unpublished Ph.D. dissertation, University of Rochester, 1970).

⁴⁴Wylie, Op. Cit., p. 142.

⁴⁵Hodgkins and Stakenas, Op. Cit., p. 371.

researchers utilized the same instruments with similar populations of students. In the following chapter some of the findings based on instruments that have been used to measure self-esteem will be discussed.

The Educational Milieu and Self-Esteem

One of the effects investigated by this study was the changes, if any, in the level of self-esteem of Black elementary school children. In studying the relationship of self-esteem to achievement in reading scores of fifth-grade children, Lumpkin found significant relationships between pupils self-esteem levels and achievements in reading;⁴⁶ Wallis, in his attempts to define patterns of insecurity, found that everyone learns his culture's conception of belonging and feels lonely and insecure if he does not experience it. He further states that the inability to meet standards of academic performance, of dress, of manners, of class, of color, or of religion will contribute to the student's feelings of insecurity.⁴⁷

Two years ago, Meltzer and Levy went into an all Black junior high school to study the concerns of students regarding self-esteem. As a result of their research, they

⁴⁶Donovan Lumpkin, "The Relationship of Self-Concept to Achievement in Reading," (Ed.D., dissertation, University of California), Dissertation Abstracts, XX:2k4m k859.

⁴⁷George W. Wallis, "Insecurity and Cultural Conceptions," Leabody Journal of Education, 47:143, November, 1969.

state that, "If there is a main theme, it is that these students are preoccupied with the problem of self-esteem. Most of their complaints about school are related to this."⁴⁸ They contend that because of chronic low self-esteem, these children are ready to expect and find contempt and disrespect in their dealings with others, especially adults.

It was found that students with low self-esteem seem to band together and to reinforce one another's view that school is a hostile, uninviting world that should be disparaged and avoided.⁴⁹ Many students feel poorly prepared to cope with learning tasks that require a good background in the basics as defined by white middle-class standards. Thus, their inability to gain any good feelings about themselves from learning and performing leads them to look toward places other than school for feelings of pride, self-worth, and self-esteem.

Based on the reported association between poor self-concepts and reading disabilities, Wattenberg and Clifford did an exploratory study in an effort to determine which came first. One of their hypotheses states that "self-concept is more important as a determinant of learning efficiency than learning experiences are in the formation

⁴⁸Malcolm L. Meltzer and Bernard Levy, "Self-Esteem in a Public School," Psychology in the Schools, Vol. III, 1970, p. 15.

⁴⁹Ibid., p. 16.

of self-concept." They concluded that, in general, the measure of self-concept and ego strength taken at the kindergarten level were predictive of reading achievements two and one-half years later and that even as early as kindergarten self-concept phenomena are antecedents to and predictive of reading accomplishments at the least.⁵⁰

Gardner found that there was a statistically significant relationship between self-esteem and language ability for elementary school boys.⁵¹ Reviewing academic grade point averages of children in grades 3-11, Bruck found the averages were influenced by levels of self-esteem and that a positive and significant relationship exist between levels of self-esteem and grade point average at all grades with the level of significance ranging from one to five percent.⁵²

Jersild conducted a study on the relationship between self-concept and certain educational disabilities of children in grades three through six. He found a positive and very significant relationship between immature self-concept and

⁵⁰William W. Wattenberg and Claire Clifford, "Relations of Self-Concepts to Beginning Achievement in Reading," Child Development, 35:466-467, June 1964.

⁵¹Ruth Gardner, "Relationship of Self-Esteem and Variables Associated with Reading for 4th Grade Pima Indian Children," (unpublished dissertation, University of Arizona, 1971).

⁵²Max Bruck, "A Study of Age Differences Between Self-Concept and Grade Point Average," (Ph.D. Dissertation, Michigan State University, 1957, 98pp.), Dissertation Abstract, XIV, 1959, 1646pp.

arithmetic disability.⁵³ In other related studies Kurty and Swenson,⁵⁴ Mason,⁵⁵ and Blackman⁵⁶ found that under-achievers had lower levels of self-esteem.

According to Kardiner and Ovesey, the central problem of Negro adaptation is that his self-esteem suffers (which is self-referential) because he is constantly receiving an unpleasant image of himself from the behavior of others to him. A diagram of what can transpire as a result of low self-esteem is characterized by them as follows:

Low Self-Esteem = self-contempt → idealization
 of the white → frantic efforts to be white =
 unattainable → hostility to whites
 ↘ introjected white ideal
 self-hatred → projected onto other Negroes =
 hatred of Negroes.⁵⁷

⁵³Arthur Jersild, Child Development, (New York: Prentice-Hall, 1954), p. 14.

⁵⁴John J. Kurtz and Esther J. Swenson, "Factors Related to Over-Achievement in School," School Review, LIX: 472-480, November, 1959.

⁵⁵Leslie J. Mason, Academic Achievement of Gifted High School Students, (L. A. University of Southern California Press, 1945), p. 92.

⁵⁶Garth J. Blackman, "A Clinical Study of the Personality Structures and Adjustment of Pupils Underachievement and Over-achievement in Reading," (Ph.D. dissertation Cornell University, 1954, 164pp.), Dissertation Abstracts, XV:1199, 1966.

⁵⁷Kardiner and L. Ovesey, The Mark of Oppression, The World Publishing Company, Cleveland, New York, 1967), p. 302.

backgrounds. This section has also discussed the many variables and combinations of variables that may possibly be related to self-esteem.

One of the important principles which should be promoted within the American educational system is that of allowing for diversity to exist. Where diversification is permitted, it may become apparent that each individual will perceive who he is or how he feels about himself on the bases of the uniqueness of the environmental forces which directly effect his being. This statement simply indicates that each person should be permitted the opportunity to live in an environment in which he can achieve a certain level of self-worth. Recognizing this point, Tesconi has stated that, "the most important function served by any educational system is that of providing the means for individuals therein to achieve an identity consciousness which brings self-esteem." He further states that, "in advanced societies, our schools are providing the means for identity consciousness, but they lead to that type of identity which results in loss of self-esteem."⁵⁸

Research Literature on Sexual Differences as Related to Self-Esteem

This section reviews the data available concerning the differences in levels of self-esteem between the male and the

⁵⁸Charles Tesconi, Jr., "Education and the Loss of Self-Esteem," Journal of School and Society, 98:105, 1970.

female, with special emphasis on elementary school children. Bledsoe's studies reveal that elementary school girls tend to rate themselves significantly higher on the Mental Health Analysis instrument than do elementary age boys.⁵⁹ Implications for differential norms may be suggested. More important, there may be implications for teachers' understanding of and curriculum adjustment to the needs of boys. Previous studies by Ausubel, Bathayar, Rosenthal, Blackman, Schopont, and Welkowitz;⁶⁰ Davidson, Sarason, Lighthall, Waite, and Sarnoff,⁶¹ and Sarason, Davidson, Lighthall and Waite⁶² have indicated that girls may perceive themselves as significantly more accepted and intrinsically valued than boys.

Parsons' studies reveal that girls enjoy more status in the home, as well as in household activities and school achievement.⁶³ He further surmises that the opportunity for

⁵⁹Joseph C. Bledsoe, "Sex Differences in Mental Health Analysis Scores of Elementary Pupils", Journals of Consulting Psychology, Vol. 25, 4:364-365, 1961.

⁶⁰D.P. Ausubel, E.E. Bathayar, D. Rosenthal, L.S. Blackman, S.N. Schopont, and J. Welkowitz, "Perceived Parent Attitudes as Determinants of Children's Ego Structure." Child Development, 25:175-183, 1955.

⁶¹K.S. Davidson, S.B. Sarason, F.F. Lighthall, R.R. Waite, and I. Sarnoff, "Differences Between Mothers and Fathers Rating of Low Anxious and High Anxious Children," Child Development, 29:155-160, 1958.

⁶²S.B. Sarason, K. Davidson, F.F. Lighthall and R. Waite, "Roschach Behavior and Performance of High and Low Anxious Children," Child Development, 20:277-285, 1958.

⁶³T. Parsons, "Age and Sex in the Social Structure of the United States," American Sociological Review, Vol. 7, pp. 604-16, 1952.

acquiring primary status in school is greater for girls than boys because of their superior verbal fluency and greater conformity to adult authority and because school success is less ambivalently prized by their peers.⁶⁴

Deutsch and others after extensive research conclude that girls in a segregated Negro community show much greater relative superiority in academic, personal, and social adjustment than the boys. They also have a longer span of attention, are more popular with classmates, show mature and realistic aspirations, assume more responsible roles and feel less depressed in comparing themselves with other children.⁶⁵

Sallade in his attempts to plan an environment and measure its effects on level of self-esteem found that girls regardless of experimental treatment scored significantly higher in self-esteem than the boys.⁶⁶

In an interview, Humphries reveals that Black girls tend to have a higher level of self-esteem than Black boys due to the emphasis placed on the girl attaining an adequate

⁶⁴Ibid., p. 609.

⁶⁵M. Deutsch and others, "Some Considerations as to the Contributions of Social, Personality and Racial Factors to School Retardation in Minority Group Children," (paper read before the American Psychology Association in Chicago), September, 1956.

⁶⁶James William Sallade, "An Experimental Study of the Effects of a Planned Environment on the Self-Esteem of Pupils," (unpublished Ph.D. Dissertation, St. Louis University, 1972).

education; while the boys, it is assumed, must work to earn a living in society. He further states that the special attention given to Black girls at an early age adds to the increased level of self-esteem of the female over the male.⁶⁷ More frequent contacts with women teachers, who are predominantly in the elementary school, and with their mothers may have enabled girls to develop a more satisfying self-concept at early developmental stages.⁶⁸

The literature on sex differences is wide ranging, but relatively few studies have been conducted at the elementary school level. Some previous studies have indicated that "girls may perceive themselves as significantly more accepted and intrinsically valued than boys."⁶⁹ On the other hand, Bruck, in his study of sex differences in the relationship between self-concept and grade point average in grades three through nine concluded that "there was no significant sex difference in this relationship when one compares elementary pupils as a group."⁷⁰

In a study by Piers and Harris, a wide range self-concept instrument was developed and administered to four third

⁶⁷Frederick S. Humphries, "Black Students in the South," (personal interview, Washington, D.C., October 11, 1972).

⁶⁸Morris Caplin, "The Relationship Between Self-Concept and Academic Achievement," The Journal of Experimental Education, Vol. 33, 3:13-16, Spring 1969.

⁶⁹Bledsoe, Op. Cit., pp. 364-365.

⁷⁰Bruck, Op. Cit., p. 98.

grade classes, four sixth grade classes, and four tenth grade classes. In the elementary grades, classes were chosen from several different schools, representing a cross-section of socioeconomic levels in the community. As a result of the study, sex was found not to be a significant variable.⁷¹

Rosenberg's investigations indicate that in regard to sex differences, both girls and boys show very similar patterns of development; however, girls do experience somewhat more intense and prolonged disturbances in self-concept and esteem in early adolescence.⁷²

The findings of most researchers who have studied the levels of self-esteem and self-concept as it differs between the male and the female elementary school student has found very little significant statistical difference. An explanation as to the vast difference between the hypothesis and investigative results may be due to the fact that the hypothesis, as was initially stated, was based on general impressions and intuitive feelings of what has transpired in the Black community and not on any valid research data.

⁷¹Ellen V. Piers and Dale B. Harris, "Age and Other Correlates of Self-Concept in Children." Journal of Educational Psychology, LV:61-95, April, 1964.

⁷²Florence Rosenberg, "The Self-Concept in Childhood and Adolescence," (unpublished Ph.D. dissertation, University of Maryland, 1972).

In comparing the hypotheses and some of the results of the studies reported in the related research it becomes apparent that the investigator did not take into consideration the possibility that between the ages of 5-11 years of age, children may not exhibit overt signs of competition between the sexes. There is the possibility that as children grow older and their roles are more clearly delineated that they may begin to evaluate themselves, in terms of self-worth, differently. This difference in self feelings between the groups can be the bases for researching and comparing the levels of self-esteem between male and female children.

Although the research findings reported in this section indicate little difference between the sexes at an early age the investigator continues to stress the importance of recognizing the differences in the levels of self-esteem between Black male and female children. The rationale for researching the difference is rooted in the fact that levels of expectancy, which are placed on the children by the dominant culture, may be the indirect cause as to why. Black male and female children sometimes tend to view their self-worth differently.

After having reviewed the related research in this chapter, the next chapter (Chapter IV) discusses the instrument used in this study, the sample, and the procedure employed for gathering and analyzing the data.

CHAPTER IV

DESIGN AND IMPLEMENTATION OF STUDY

Sample

The sample selected for this study was taken from ten of the eleven elementary schools in Aurora, Illinois, an urban/suburban city thirty miles north of Chicago. The city is divided into separate school districts, East and West. The West Aurora School District is considered to be above the national norm economically with the vast majority of its populace being white. The East Aurora School District, from which the sample group was selected, is an ethnically and racially mixed community. The East side is the industrial section of the city in which the majority of the people are employed in the various industries in the area. The racial constitution is approximately 16 percent Black, 18 percent Chicano, and 66 percent white, with 70 percent of the residents belonging economically in the lower to lower middle class strata. The average family income for the entire city (1970 census) is \$12,000, but it is only \$9,000 for East Aurora families. All of the 397 elementary school students used for this investigation were Black children from ten schools in the East Aurora School District.

The city was selected as a sample site for two basic reasons:

- 1) the city provided the investigator with the appropriate size sample group due to the large percentage of Black children in the schools, and
- 2) the accessibility of the students, teachers, and computerized data to the investigator, which was essential in the collection of data.

The permission to work in the district was granted by Marvin Powell, Professor of Educational Psychology at Northern Illinois University, who was involved in an evaluation of the entire school district. Through the efforts of Dr. Powell, there were verbal agreements reached among the superintendent, the principals, the teachers, and the students that they would support the study. This site also provided the investigator with a sample group which was urbanized, yet living in an urban/suburban setting.

Instrument

There are a wide variety of instruments being employed by researchers which measure levels of self-esteem. This diversification of instruments has created somewhat of a lack of consensus about the need to control intervening variables. Moreover, researchers seem unable to agree upon a standardized

set of instruments which would consistently measure self-esteem. Various authors have decided that their instruments (some of which are very similar) measure "self-perception,"⁷³ "self-esteem,"⁷⁴ "self-concept of ability,"⁷⁵ and "general self-esteem."⁷⁶ The most frequently used instruments appear to be rating scales, objective check lists, and the non-verbal techniques created by Ziller.⁷⁷

The present study focuses on the self-evaluation aspect of self-esteem, which as previously mentioned on page 13 of Chapter II is personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself."⁷⁸

Robert W. Sears, in his review of the Antecedents of Self-Esteem, found the Self-Esteem Inventory (see Appendix A) to have reasonable validity and good reliability, and comment that "Coopersmith has gone a long way beyond his predecessors

⁷³Soares and Soares, Op. Cit., p. 82.

⁷⁴Coopersmith, Loc. Cit., p. 6.

⁷⁵W. Brookover and S. Thomas, "Self-Concept of Ability and School Achievement," Sociology of Education, 37:271-275, 1963.

⁷⁶M. Rosenbergh, Society and Adolescent Self-Image, (Princeton University Press, 1965).

⁷⁷Ziller, et all., "Self-Esteem: A Self-Social Construct," Journal of Consulting and Clinical Psychology, 33:84-95, 1969.

⁷⁸Coopersmith, The Antecedents of Self-Esteem, Loc. Cit., p. 17.

in the construction of a useful model for self-esteem."⁷⁹

Sears has stated, "Coopersmith has adopted the position that the child and his self-esteem is simply a measure of his evaluative attitudes toward his own worth."⁸⁰

The Coopersmith Self-Esteem Inventory is a self-report or self-inventory consisting of 58 items designed specifically for children ranging in age from about 9 to 14 years. It asks only whether a certain attitude or characteristic is "like me" or "unlike me" as the child perceives himself. The maximum possible score, representing the highest possible self-concept, is 100. The average score found by Coopersmith was 71.

The 50 scored items are subdivided into a total of four subscales:

- 1) general self (26 items)
- 2) social self-peers (8 items)
- 3) home-parents (8 items)
- 4) school-academic (8 items)

There is also a lie scale of 8 items not counted in scoring the test, since its only purpose is to eliminate non-meaningful responses. Each of the scored items has a weight of two; hence, the score of 100 is the maximum possible.

⁷⁹ Robert R. Sears, "A Treatment of Worth," Contemporary Psychology, 14:146, March, 1969.

⁸⁰ Sears, Op. Cit., p. 146.

The eight items of the lie scale are absolute statements to which few children would answer "like me," such as: "I never worry about anything"; "I always do the right thing;" "I always do the right thing;" and "I am never unhappy." If more than three of these statements are answered "like me" the validity of the remainder of the test might be questioned.

Coopersmith used items from the Rodgers and Dymond scale in devising the Self-Esteem Inventory.⁸¹ He also supplemented these with his own items. After organizing his original instrument, five psychologists sorted the items into two groups. This division into groups identified with high or low self-esteem. Items were eliminated if it was felt they were repetitious, ambiguous or if there was disagreement as to the category of a particular item. In testing the instrument for comprehensibility, Coopersmith used a sample of thirty youngsters.

In a follow-up to this original study, 1,748 public school children in central Connecticut were tested by Coopersmith. The instrument was administered in a supervised classroom situation. This second sample was selected because the children were more diverse in ability, interest, and social background than the children of the initial study.

⁸¹C.R. Rogers and R.F. Dymond, Daymond (eds.) "Psychotherapy and Personality Change: Co-ordinated Studies in the Client-Centered Approach." (Chicago: University of Chicago Press, 1954).

The mean and standard deviation of the boys (70.1 and 13.8, respectively) were not significantly different from that of the girls (72.2 and 12.8), respectively).⁸²

A test-retest reliability study conducted by Coopersmith five weeks after the initial administration resulted in a correlation of .88 with a sample of thirty children, and after three years he found a correlation of .70 with a sample of 56 children.⁸³

This measure of self-esteem has been widely used in previous attempts to identify ethnic group, grade level, and sex differences; however, as previously stated the present study will analyze only grade level and sex. Its reliability is within an acceptable range ($r = .82$) and work detailing its constructual validity is impressive.⁸⁴

The investigator realized that there are certain limitations to an instrument of this type. There is the possibility of the subject misunderstanding the question, as well as the possibility of misinterpretation of the question. To reduce such limitations, the following steps were taken:

- 1) the instrument was administered to small groups;

⁸²Coopersmith, *The Antecedents of Self-Esteem*,
Loc. Cit.

⁸³Ibid., p. 115.

⁸⁴Brookover, Op. Cit., pp. 196-200.

- 2) a revised scale (the instrument is the same as the Coopersmith Self-Inventory Scale; however, the questions are re-phrased to allow teachers to read the questions to the children in grades one through three as opposed to the students reading their own questions) was used for grades one through three (see Appendix B and C);
- 3) teachers were instructed in the proper method of administering the instrument;
- 4) the instrument was administered over two periods and
- 5) the questionnaire was not allowed to be taken home.

The Coopersmith instrument was chosen primarily because of its wide use (Butcher, 1967;⁸⁵ Ketcham and Morse, 1965;⁸⁶ Whitt, 1966⁸⁷) and body of normative data available,

⁸⁵D.G. Butcher, "A Study of the Relationship of Student Self-Concept to Academic Achievement in Six High-Achieving Elementary Schools. (unpublished Ph.D. dissertation, Michigan State University, 1967).

⁸⁶W.A. Ketcham and W.C. Morse, "Dimensions of Children's Social and Psychological Development Related to School Achievement." (USOE, Co-Op Research Project No. 1286, Ann Arbor Michigan Press, 1965).

⁸⁷R.L. Whitt, "Attitudes of Teachers in Relations to Student Self-Concept and Attitudes Toward School: A Study in Thirteen Inner City Schools in the Flint Experimental Better Tomorrow for Urban Youth Compensatory Program. (unpublished Ph.D. dissertation, Wayne State University, 1966).

and because it had proven effective and workable in the earlier investigations.

There is currently considerable interest and controversy among educators concerning testing instruments and testing procedures as they relate to the evaluation of an individual's progress. One of the more serious issues under investigation concerns itself with culturally, racially, and ethnically biased tests, which have traditionally limited the upward mobility of persons for whom the tests were not designed. It is realized that some form of evaluation is essential as a part of measuring and assessing various levels of growth, as well as being an indicator or predictor of future directional objectives.

Heretofore, at least 90 percent of all tests used by educators at the elementary through college levels have been designed and developed for white, middle-class subjects by persons representing the views of the dominant majority. Although Stanley Coopersmith is a member of that group, his instrument has been used repeatedly on minority group members and appears to have been successful in consistently measuring what it was designed to measure. Six hundred Black children were administered the instrument by teachers in Chicago. These teachers felt that on the whole the children not only understood the questions, but could realistically relate to their intent and meaning. Until other instruments are developed which reflect objectively the characteristics of a

particular group, researchers must continue to rely on what they consider as being the most valid instrument of measurement for their research effort.

It is important to note that the Coopersmith Original and the Coopersmith Revised Instrument were tested for reliability and validity in a study conducted by Mary Louise Hirsch Burger, in which she pretested the sample group with the original and post tested the same group with the revised and discovered the children understood and responded with less difficulty on the revised instrument than with the original instrument.⁸⁸ There is also an unpublished report from the Foundation for Individualized Evaluation and Research, Inc. of DeKalb, Illinois in which 600 students were tested with both instruments and their research found a correlation of .85.⁸⁹

In recognizing the fact that some kind of instrument is needed and that there are few if any culturally free instruments on today's market, the investigator chose what he perceived was the best available. There is of course, no way of determining whether this instrument might measure Black children differently if the questions were phrased

⁸⁸ Mary Louise Hirsch Burger, "A Comparative Study of Self-Esteem Among Young Black, Spanish and White Children," (unpublished Ph.D. dissertation, Northern Illinois University, November, 1972), pp. 20-21.

⁸⁹ Foundation for Individualized Evaluation and Research, Inc., "A Report on the Coopersmith in College Community Schools of Iowa," DeKalb, Illinois.

differently. Coopersmith's instrument would probably not be as valid for measuring differences in levels of self-esteem between different ethnic groups because of the cultural biases mentioned above, however, it is probably more valid when it is used to measure levels of self-esteem within one group. A point to consider is that absolute scores are not as important as relative scores when comparing children from the same ethnic group.

Method

The instrument (see Appendix A) and the revised instrument (see Appendix B and C) was administered to Black children in ten elementary schools in the East Aurora School District by the regular teacher in the classroom. The teachers were given a brief training session on the administration of the instrument. It was felt that the subjects' regular teacher would assist in creating a conducive, anxiety-free test environment. There was a total of 397 students on which the test was administered in grades one through six.

The investigator gave each selected teacher at each grade level in the school a set of instruments to administer to his class. In grades one through three the teacher was instructed to read the revised questionnaire scale (see Appendix B and C) which was simplified for the level of the subjects involved. The revised scale (see Appendix B and C)

was designed as a result of constructive feedback to Coopersmith concerning the interpretation of questions by children in grades one through three.

Previously, various persons who had used the standard Coopersmith instrument felt that the younger children possibly did not properly understand the questions, in which case, of course, the results would be misleading. The Foundation for Individual Evaluation and Research, Inc., an Illinois-based evaluation company, tested the revised instrument on six hundred Black children in Chicago and found it to be overwhelmingly successful with respect to interpretation of questions, ease of administration, teacher/parent acceptability and reliability of results when the statistical analysis was conducted. In the test case, at all grade levels the teacher read the items to the students. In grades one through three it was read to small groups of eight (8) students at a time.

For this study, in grades four through six the instrument (see Appendix A) was administered to each student with each of them making their own interpretation of the question. For further explanation of the procedure employed by the teachers, see Appendix B and C. All of the teachers were instructed to try to allay many of the apprehensions and feelings of anxiety which could occur due to lack of prior testing experience by the children. For the first three grades the instrument was administered in two sessions, with the first covering items 1-28 and the second covering 29-58. This

was done to avoid boredom and excessive restlessness. Where possible, teachers were strongly advised to administer the test to groups of 8-10 children at a time. Also where possible, the children's seats were arranged in a manner to minimize copying behavior.

The data for this investigation was collected during the first week of May 1972. To facilitate any problems with testing procedures a brief training program for the teachers who would administer the instrument was conducted during the last week in April. After the testing was completed, the data was gathered and key punched for processing in a computer at Northern, Illinois University. The analysis of variance method was chosen for data interpretation because of the type of information to be analyzed. An analysis of variance was needed to determine whether there was a significant degree of variability among the described groups in the sample. Sub-portions of these findings were used to carry out "t" test analyses.

The statistical procedures for analysis of variance were carried out by the mean of the sub-programs within the Statistical Packages for the Social Sciences (SPSS, 02/61/72) on an IBM 260/67 computer). The 2 x 5 factorial analysis of various elements was accomplished through the use of the BMDX 6r package of the Health Science Computing Facility at the University of California at Los Angeles.

Kuder Richardson's 20 test for reliabilities were conducted on all scales. For the fourth through sixth grade levels the KR-20's ranged from .79 to .92, while the KR-20's for grades 1-3 ranged from .73 to .89.

The following is a table to illustrate the total number of students in the sample with the breakdown by grade and sex.

Table 1

Total Sample Distribution

- 1) Total Number of Females 192
- 2) Total Number of Males 205
- 3) Total by Grades

	<u>Male</u>	<u>Female</u>	<u>Total</u>
a. first	39	38	77
b. second	36	20	56
c. third	37	33	70
d. fourth	35	36	71
e. fifth	24	38	62
f. sixth	34	27	61

- 4) Total number of Students 397
- 5) Total number of Schools 10

CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to investigate the various developmental levels of self-esteem among Black elementary school students, as differentiated by grade level and sex, in the city of Aurora, Illinois. The originally stated objectives of this study, will be restated from chapter one for the convenience of the reader. They are as follows:

- 1) To measure levels of self-esteem of Black elementary school children from one grade level to another.
- 2) To measure the levels of self-esteem of Black elementary school boys from grades one through six.
- 3) To measure levels of self-esteem of Black elementary school females from grade one through six.
- 4) To measure levels of self-esteem between elementary school males and females from grades one through six.

Explanation of Terms and Symbolism

The definition of terms and the explanations for the comparisons by grade levels will be symbolically illustrated using the following:

- a) SE = Self-esteem
- b) T_1 = Total Group First Grade
- c) T_2 = Total Group Second Grade
- d) T_3-T_6 = Total Group Grades Three Through Six
- e) F_1 = Female Sample First Grade
- f) F_2 = Female Sample Second Grade
- g) F_3-F_6 = Female Sample Grades Three Through Six
- h) M_1 = Male Sample First Grade
- i) M_2 = Male Sample Second Grade
- j) M_1-M_3 = Male Sample Grades Three Through Six
- k) X_{F_1} = Mean Score for First Grade Female Students
- l) X_{M_1} = Mean Score for First Grade Male Students

Theoretical Hypothesis

A tentative assumption, stated as a generalization, which has been derived from a social scientific theory. It is also referred to as an educational hypothesis.

Research Hypothesis

A tentative assumption which makes a specific statement about the predicted outcome of a particular comparison. It is derived from an associative theoretical hypothesis.

Operationalized

A symbolic statement of a research hypothesis. It applies mathematical/symbolic methods to the analysis of the statement reflected in the research hypothesis.

Theoretical Hypothesis: I

- 1) Self-esteem of Black elementary school children tends to become increasingly lower as they progress educationally (i.e. grade levels).

Research Hypothesis: I

- 1) Mean self-esteem scores of Black elementary school children tend to become increasingly lower as they progress educationally (i.e. grade levels).

Hypothesis I is operationalized as follows:

$$\begin{array}{ccccccc} X & & X & & X & & X & & X & & X \\ SE & > & SE & > & SE & > & SE & > & SE & > & SE \\ 1T & & 2T & & 3T & & 4T & & 5T & & 6T \end{array}$$

Theoretical Hypothesis: II

- 1) Self-esteem among Black elementary school males tends to decrease as they progress educationally (i.e. grade levels).

Research Hypothesis: II

- 1) Mean self-esteem scores of Black elementary school males tend to decrease as they progress educationally (i.e. grade levels).

Hypothesis II is operationalized as follows:

$$X_{SE_1M} > X_{SE_2M} > X_{SE_3M} > X_{SE_4M} > X_{SE_5M} > X_{SE_6M}$$

Theoretical Hypothesis: III

- 1) Self-esteem among Black elementary school females tends to decrease as they progress educationally (i.e. grade levels).

Research Hypothesis: III

- 1) Mean self-esteem scores of Black elementary school female tend to decrease as they progress educationally (i.e. grade levels).

Hypothesis III is operationalized as follows:

$$X_{SE_1F} > X_{SE_2F} > X_{SE_3F} > X_{SE_4F} > X_{SE_5F} > X_{SE_6F}$$

Theoretical Hypothesis: IV

- 1) Self-esteem of Black elementary school females will be greater than the self-esteem among Black elementary school boys from one grade to another.

Research Hypothesis: IV

- 1) Mean self-esteem scores of Black elementary school females will be greater than the self-esteem among Black elementary school boys from one grade to another.

Hypothesis IV is operationalized as follows:

$$X_{SE1_F} > X_{SE1_M}$$

$$X_{SE2_F} > X_{SE2_M}$$

$$X_{SE3_F} > X_{SE3_M}$$

$$X_{SE4_F} > X_{SE4_M}$$

$$X_{SE5_F} > X_{SE5_M}$$

$$X_{SE6_F} > X_{SE6_M}$$

Presentation of Data

The means, standard deviations, and number of cases for the various groups and subgroups are presented in Table 2. The analysis of this data is presented in tables 2 through 5. The analysis of variance findings are presented in Table 3. There was a statistically significant effect for grade level and a statistically significant grade and sex interaction. Since the interaction was significant it was necessary to do a series of "t" tests to identify where the interaction appears. There was no statistically significant effect relating to sex.

Table 2

The Means, Standard Deviations, and N's of the SEI Scores for the Total Group, for Males, and for Females in Grades 1-6.

Grade	Total			Males			Females		
	M	SD	N	M	SD	N	M	SD	N
1	56.47	10.88	77	54.97	9.08	39	58.00	12.40	38
2	56.64	15.08	56	57.44	16.66	36	55.20	11.99	20
3	54.66	9.48	70	55.08	10.59	37	54.18	8.19	33
4	58.85	13.30	71	64.57	13.22	35	53.28	10.93	36
5	61.16	13.27	62	61.50	11.36	24	60.95	14.50	38
6	67.87	14.59	61	68.00	11.95	34	67.70	17.60	27

Table 3

The Analysis of Variance on The Results of the SEI by Grade and by Sex

Source	Sum of Squares	D.F.	Mean Square	F
MEAN	1337461.23	1	1337461.00	8430.01
SEX	397.84	1	397.84	2.51
GRADE	7193.21	5	1438.64	9.07***
GRADE x SEX	2115.03	5	423.01	2.67*
ERROR	61082.05	385	158.65	

*** .001

** .01

* .05

"t" Test Results

The "t" test data for the significance of differences between adjacent grade levels by total group is presented in Table 4. This table shows that fourth graders had higher (in the statistically significant sense) self-esteem scores than third graders, and sixth graders scored higher in self-esteem than fifth graders. On the grade analysis by sex the fourth grade males are seen to have higher self-esteem scores than third grade males, and the sixth grade males have higher self-esteem scores than the fifth grade males. For females as a group, the only statistically significant difference was the higher mean score of the fifth grade females over that of the fourth grade females.

Table 4

"T" Test of Differences Between Adjacent Grade Levels
for the Total Group and by Sex (from Data, Table 1)

GRADE LEVELS					
	1 vs 2	2 vs 3	3 vs 4	4 vs 5	5 vs 6
Total	-.07	.86	-2.16*	-1.03	-2.67***
Male	-.79	.72	-3.35***	.95	-2.10
Females	.84	.34	.39	-2.56*	1.64

*** .001

** .01

* .05

The "t" test results for sex differences within grades were presented in Table 5. The only statistically significant sex difference was between fourth grade males and fourth grade females, with the former group having higher self-esteem scores. Otherwise, there were no statistically significant sex differences.

Table 5

"T" Tests Between Sexes Within Grade Level (Data from Table 1)

<u>GRADE</u>	<u>"t"</u>
1	-1.22
2	.58
3	.40
4	3.92***
5	.16
6	.07

*** .001

There was a "t" test conducted for the total sample group which is theoretically stated in theoretical hypothesis I and operationally diagrammed using symbols following the research hypothesis I. A "t" test was performed on the males between adjacent grade levels, as well as between the female students in adjacent grades. These procedures are theoretically stated in theoretical hypotheses II and III; and operationally diagrammed with symbols following the

hypotheses, respectively. Finally a "t" test was conducted to measure differences between elementary school males and females from grades one through six. This is stated in theoretical hypothesis IV and operationally defined immediately following the hypothesis. The results of these "t" tests are given in tables 4 and 5.

Analysis of Findings

The data reveal the following when the total mean self-esteem scores between grade levels were analyzed. The total mean score was 56.47 for the first grade and 56.64 for the second grade. A "t" test was conducted for the grades which indicated a significant difference ($-.07$). The total mean score for the third grade was 54.66. A "t" test was conducted on the second and third grades which was not significant at $.86$. The total mean score was 54.66 for the third grade and 58.85 for the fourth grade and 61.16 for the fifth grade. A "t" test revealed that these scores were not significantly different at -1.03 . The total mean score for the sixth grade was 67.87. A "t" test was performed on the mean scores of grades five and six and the difference was found to be significant at the $.001$ level.

The data further demonstrated the following when analyzing the mean self-esteem score for females between grade levels one through six. The mean score for first grade females was 58.00, while the mean score for second grade

females was 55.20. The "t" test indicated that these scores were not significantly different (.84). The mean score for third grade females was 54.18. The "t" test between the mean score for second and third grade females yield a value of .34 which is statistically insignificant. The mean score for third grade females was 54.18, while the mean score for fourth grade females was 53.28. The "t" test revealed no level of significant difference (.39) between these mean scores. The mean score for fourth grade females was 53.28, while the mean score for the fifth grade is 60.95. The "t" test performed between mean scores of fourth and fifth grade females was found to be significant at the .05 level (-2.56). The mean score for fifth grade females was 60.95, while for sixth grade females it was 67.70. The "t" test revealed a value of 1.64 which was not significant. (See Tables 2 and 4).

The data revealed the following when the mean self-esteem score for males between grade levels one through six was analyzed. The mean score for first grade males was 54.97, while the mean score for second grade males was 57.44. The "t" test yielded a value of .79 which was not significant between first and second grade. The mean score for second grade males 57.44, while the mean score for third grade males was 55.08. The "t" test revealed no level of significance (.72) between second and third grade. The mean score for third grade males was 55.08, while the mean score for the fourth grade males was 65.57. The "t" test revealed that

there was a .001 level of significance (-3.35) between the mean score of third and fourth grade males. The mean score for the fourth grade was 64.57, while the fifth grade was 61.50. The "t" test revealed no level of significance (.95) between the mean scores for fourth and fifth grade males. The mean score for fifth grade males was 61.50, while the sixth grade was 68.00. The "t" test revealed that there is no level of significance (-2.10) between the mean scores for fifth and sixth grade males.(see Tables 2 and 4).

The following data will be presented for the mean self-esteem by grade level and sex. The data indicates the mean score female for the first grade was 58.00 while the mean score for the male first grade was 54.97. The "t" revealed no level of significance (-1.22). The mean score for second grade females was 55.20, while the mean score for second grade males was 57.44. The "t" test revealed no level of significance (.58). The data indicates the mean score for the third grade females was 54.18, while the mean score for third grade male was 55.08. The "t" test were not significant (.40). Indicated results reveal that the mean score for fourth grade females was 53.28, while the fourth grade male was 64.57. There was a .001 level of significance (3.92). The data revealed that the mean score for fifth grade females was 60.95, while the mean score for the male fifth grader was 61.50. The "t" test revealed no significant difference (1.6). The data presented revealed that the mean

score for the sixth grade females was 67.70, while the sixth grade males mean score was 68.00. The "t" test conducted on the males and females mean scores revealed no significant difference (.07). See Tables 2 and 5 for mean self-esteem score by grade level and sex, as well as the "t" tests between sexes within grade level.

Summary of Significant Results

- 1) The "t" test of -2.16 which is significant at the .05 level revealed that there was a decrease in the level of self-esteem of the total sample group between grades three and four.
- 2) The "t" test of -2.67 rendered a .001 level of significance indicated that there is a sizeable increase in the level of self-esteem for the total group between grades five and six.
- 3) The "t" test -3.35 for males resulted in a .001 level of significance which indicated that there was an increased level of self-esteem for males between grades three and four.
- 4) The "t" test for females 2.56 resulted in a .05 level of significance which indicated an increased level of self-esteem between grades four and five.
- 5) The "t" test between sexes within grade revealed a 3.92 which is significant at the .001 level of

significance, which indicates that there was no difference in level of self-esteem at the fourth grade level where males were higher.

As was cited earlier in the related literature, Parson's studies indicated that girls have a higher level of self-esteem because they have more status at home, as well as more of an opportunity to express themselves. Deutsch's investigations revealed that females due to their higher level of self-esteem achieve more than males socially and academically. Humphries has stated that Black females have a higher level of self-esteem because of the stress on education placed on the female by the family; whereas it is generally felt that the male does not need education to survive in society.

The results of this investigation concurs with the findings of Bruck, Pier and Harris whose research revealed that there was little or no statistically significant difference in the level of self-esteem between male and female elementary school children. This study, in turn, has demonstrated that there was no statistically significant difference between the level of self-esteem of the Black elementary school children in a particular school district.

Goff has stated that Negroes inherit a low feeling of self-worth, while Clark contends that Black children are expected from an early age to respond and behave in a certain manner. Ausubel's studies support this in that he feels a

perceived low level of self-esteem among children tends to make them respond with a low level of competition. A recent study by Ward and Braun has demonstrated that Black children's level of self-esteem increases with both age and education concerning their heritage. Jesse Ingram has postulated that children's level of self-esteem increases as they are given more responsibility at successive higher grade levels. He contends that students' levels of self-esteem are directly related to the internality theory, which states that the child's control comes from within as a result of his total experiences.⁹⁰

These studies may be compared with the findings of the present study which has revealed that the level of self-esteem of the Black children in the particular sample selected increased at each grade level and significantly between the fifth and sixth grades.

⁹⁰ Jesse Ingram, "Locus of Control and Self-Esteem of Compensatory Education of Students." (unpublished Ph.D. dissertation, University of Michigan, 1972).

CHAPTER VI

SUMMARY AND CONCLUSION

Summary

There were two major research objectives underlying this investigation: 1) to ascertain whether the level of self-esteem among Black elementary school children tends to decrease as they progress educationally (i.e. move to higher grade levels); and 2) to determine whether Black elementary school females perceive themselves as having a higher level of self-esteem than do their male counterparts in the same grade.

One of the initial concerns of the investigation was that due to societal racism, socio-economical status, and a variety of other factors, Black children would tend to view themselves in a negative manner, mainly because they subconsciously and consciously are attempting to evaluate their personal levels of success by the standards which govern and are accepted by the larger society. It was believed that school systems which were designed for white, middle-class children would not adequately meet the socio-psychological needs of Black children, and that as they progressed educationally their feelings of self-worth would decrease. Another assumption of the investigator was that due to the

nature of the family structure in the Black community, Black female children would view themselves with a higher level of self-esteem than the Black male children.

It was found, on the contrary, that there was a continuous increase in the level of self-esteem for both the male and female students in this investigation as both groups progressed educationally, except at the fourth grade level where the male students demonstrated a higher level of self-esteem than the female students. In measuring and analyzing the self-esteem level between sexes it was found that there was no statistically significant difference in the level of self-esteem between male and female Black elementary school children in the sample.

In analyzing the data further it was revealed that there were statistically higher levels of self-esteem between fifth and six grade male students, and the same results were found to be true for female students between the fourth and fifth grade. For the total sample it was found that there was a marked, statistically significant increase in the level of self-esteem between fifth and six graders.

Discussion

The study has presented data on the sample group which are contradictory to the originally stated hypotheses. For the convenience of the reader the hypotheses from chapter one will be re-stated as follows:

- 1) Self-esteem of Black elementary school children tends to become increasingly lower as they progress educationally (i.e. grade levels).
- 2) Self-esteem among Black elementary school males tends to decrease as they progress educationally (i.e. grade levels).
- 3) Self-esteem among Black elementary school females tends to decrease as they progress educationally (i.e. grade levels).
- 4) Self-esteem of Black elementary school females will be greater than the self-esteem among Black elementary school boys from one grade to another.

After having assessed the results it was evident that the findings were in direct contradiction to the above stated hypotheses. It has been previously cited in chapter one that the hypotheses were based on the experience and the intuitive feelings of the investigator. Furthermore, a survey of earlier research indicated that there was controversy among researchers concerning such questions as:

- 1) measuring levels of self-esteem:
- 2) factors which directly and indirectly affect the level of self-esteem;
- 3) determining defined differences in self-esteem among various ethnic groups; and

- 4) comparing measured levels of self-esteem between male and female subjects.

The above factors coupled with the investigator's intuitive impressions regarding the effects of schooling on Black elementary school children led to the initial hypotheses. However, the study conclusively revealed that Black children's level of self-esteem increased at each grade level as they progressed educationally. The investigation further demonstrated that there was a statistically significant difference between the levels of self-esteem of fifth and sixth graders.

It was the contention of the author that Black children once removed from their primary reference group experience non-positive feelings which are imposed on them by the broader society. Such influences as school, newspapers, movies, T.V., etc. directly affect, often in negative ways, how the child would perceive and assess his personal worth.

Thus, as societal exposure increases, there may be more encounters with negative influencing factors. As educational horizons are expanded, the opportunity for the Black child to compare himself with the larger white-orientated society is enhanced. It was therefore reasoned that the process of comparing the two cultures for the Black child would result in loss of self-esteem.

This investigation presented evidence that the Black children in grades one through six in Aurora, Illinois did not suffer increasing loss of self-esteem as they progressed

through school. The author has surmised the following explanations for the discrepancy between the hypothesis and the results of the investigation:

- 1) the investigator's intuitive feelings, experience in the Black community and preliminary research may not have sufficiently taken into account the impact that the civil and human rights movements have had on Black children born during the apex of these movements in the sixties;
- 2) the increased attempts by media to demonstrate the racial diversity of our society; and
- 3) better educated young parents, Black and white, have enabled Black children to obtain a better understanding of who they are, as well as how they relate to the larger society, at a much earlier age.

There may certainly be other reasons for the contradictory findings. However, the explanations given above are, in the estimation of the author, three of the more important.

The review of previous research revealed two distinct patterns resulting from measurements comparing the level of self-esteem between male and female elementary school students. One group of researchers contend that the female

child will score significantly higher on an instrument which measures self-esteem. Their studies indicate that this is due to:

- 1) a higher level of status at home;
- 2) greater opportunities for acquiring status in the primary group; and
- 3) the belief of female children that they are superior in academic, personal, and social adjustment to their male counterparts.

On the other hand, there are researchers who find that there is no statistically significant difference between the sexes. There are even a few studies which indicate that the male elementary school child has a higher level of self-esteem than the female.

The findings of this investigation reveal that:

- 1) There were no statistically significant differences in the level of self-esteem between the Black male and female elementary school children in Aurora, Illinois.
- 2) There was an increase in the level of self-esteem among children in grades one through six in Aurora, Illinois.
- 3) There was an increase in the level of self-esteem among the Black elementary school males in grades one through six in Aurora, Illinois.

- 4) There was an increase in the level of self-esteem among the Black elementary school females in grades one through six in Aurora, Illinois.

These findings are in direct contradiction to the fourth hypothesis. The reason for the seemingly apparent contradictions may be that:

- 1) the investigator should have taken into consideration, when formulating the hypotheses, that there are a different set of criteria determining the self-worth of the Black male or female child of today; and
- 2) that the data reported in this research effort are the results of only one sample from an urban/suburban midwestern city, rather than from a sampling of Black children from different regions and from varying socio-economic backgrounds.

The discussion of the results clearly indicate that more standardized or uniformly accepted instruments which measure the level of self-esteem must be developed and that more research should be conducted on how various societal factors affect the level of self-esteem between races and sexes. These evaluations or studies should be conducted at different stages of each group's development on a longitudinal

bases. A study which extended over a period of time allows the investigator the opportunity to study the same group of students as they progress through each grade, rather than testing each group only once at each grade level. Longitudinal studies may increase the reliability of the compared results in that data collected at various stages of development, thus increasing the possibility of the measured levels of self-esteem remaining consistent.

The investigator has surmised that the reason that the mean scores were lower than the mean scores of around seventy reported by a number of investigators who have used the Coopersmith instrument is that the instrument which was used this time was on an all Black elementary school group of children and not, as in other investigations on a "group of disadvantages," "culturally deprived," or "group of minorities." It was stated in the limitations of this study the fact that this instrument was designed by a non-minority which, in and of itself, may attribute to the interpreted level of lower scores for this sample of minority students.

Conclusion

Based on the findings of this study, there are several conclusions which can be stated concerning the levels of self-esteem among the Black elementary school students in the East Aurora Illinois School District. The findings for the first conclusion indicated that the level of self-esteem

did increase slightly at each grade level with a significant increase between the fifth and sixth grades. This result is explained by the investigator in the formulation of the following conclusions:

I. a) It appears as children get older and progress educationally more responsibility is expected of them from their parents, teachers, and peer group, thus allowing more opportunity to experience levels of success. These successes may tend to increase the level of self-worth among the children.

b) Peer group acceptance is an important part of the child's psychological development and group identity or membership may be perceived as being vital to the success of the individual. The groups referred to in this investigation are the different grade levels (i.e. first through sixth). As students progress in a group, the educational system tends to relegate more responsibility and prestige to persons at higher grade levels. It possibly may be concluded that at each grade level as children view what they are doing in relationship to who they are in their group their personal value system is enhanced in terms of their self-worth. The feeling of self-worth affords the higher

grade group to feel a more positive feeling about their status in contrast to the members of the lower grade level.

II. The major finding was that for the sample group there was no statistical significant difference in the level of self-esteem between male and female Black elementary school children, except for a significant difference between fourth grade male and female students. The result of this finding is explained by the investigator in the formulation of the following conclusions:

- a) Elementary school children's individual gender roles are constantly being re-defined by society, thus creating an atmosphere in which children see themselves as a group (particularly at the earlier grade levels) and not as male or female counterparts.
- b) Competition as far as academic achievement, social acceptance, athletic prowess, etc. is based on personal or peer group affiliation and not on whether an individual child is a male or a female.
- c) Children tend to at earlier ages be perpetually re-assessing their acceptance by friends and not necessarily on the bases of sexual differences, therefore, the

results reveal no difference mainly because they, children, view themselves in the context of a group rather than differentiated on the bases of sex.

This investigation has produced data which concurs with much of the research work which has been done in recent years. At the same time, it provides a base for further research on the variables which affect the self-esteem of Black children. Studies have been described which have demonstrated that there are conflicting conclusions as to whether there is any statistically significant differences in the level of self-esteem between Black elementary school females and their male counterparts. The conclusion in this study, for the students tested, was that there was no significant statistical difference in the level of self-esteem at each grade level, among Black elementary school children in the East Aurora School District; however results further indicate that as the sample group progressed educationally, their level of self-esteem overall tended to increase. These conclusions may be of value to the field of education if they are viewed as yet another segment of the research which has been conducted by other researchers on the level of self-esteem among Black children. It is thoroughly realized and understood that this particular study will not render the solutions evolving around self-esteem for all Black elementary school children, but should prove beneficial as another

source of data which may enable other investigators to re-assess some of their research endeavors in the area of self-esteem among Black children.

Recommendations for Future Research

There are other factors which should probably be analyzed if further studies are conducted in this general area. Some of these are:

- 1) the effects of the socio-economic factors (i.e. family size, family income, family educational level, social status, etc.) on the levels of self-esteem;
- 2) the effects of achievement and I.Q. on levels of self-esteem;
- 3) the difference between levels of self-esteem among Black children at various social economic levels; and
- 4) the impact of cultural awareness on the levels of self-esteem among children. All of these are interwoven variables which may indirectly and/or directly affect the level of self-esteem among Black children.

Two important functions which would greatly enhance a study of this nature would be to conduct a longitudinal study which would record and analyze each student's level of self-esteem over a period of several years to afford

researchers an in-depth survey as to what degree the level of self-esteem increases in the same student over a given period. The study as it was conducted measured different students at different grade levels, but did not measure the same student over a period of time at different grade levels. The second important function would be to use at least two types of instruments for measuring student's levels of self-esteem.

Along with the open-ended self-report type scale, there should be a clinical approach to assessing how the student actually perceives his self-worth. The instrument involved in this study may not adequately allow the student to express verbally many views which might be important in measuring levels of self-esteem. If there were a combination of the self-report scale and clinical interview appraisal scale there is the possibility that much more meaningful data might be ascertained.

A Point of View

It seems quite appropriate at this juncture to state an opinion as expressed by Kardiner and Ovesey in which they ask the question: "Can the integrated end products (i.e. loss of identity, self-esteem, etc.) of the process of oppression be changed for the Black person through education? Their answer was, No. Feelings of low self-esteem can never be eradicated without removing the forces that create and perpetuate them. Obviously, Black self-esteem cannot be

retrieved nor Black self-hatred destroyed, as long as the status quo is maintained. What is needed by the Negro is not education, but re-integration. It is white society that must be educated. There is only one way that the products of oppression can be dissolved, and that is to stop the oppression."⁹²

Schools thorough creative and imaginative curriculum must design deliberate environmental factors which develop and sustain children's levels of self-esteem.

⁹²Kardiner and Ovesey, Op. Cit., p. 387.

APPENDIX

APPENDIX A

SEI - Grades 4-6

CODE _____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check () in the box under the column "LIKE ME."

If the statement does not describe how you usually feel, put a check () in the box under the column "UNLIKE ME."

If an answer sheet is used, use a No. 2 pencil to mark between the dashed lines under L for LIKE or U for UNLIKE.

	LIKE ME	UNLIKE ME	
	L	U	
1. I spend a lot of time daydreaming.-----	[]	[]	1
2. I'm pretty sure of myself.-----	[]	[]	2
3. I often wish I were someone else.-----	[]	[]	3
4. I'm easy to like.-----	[]	[]	4
5. My parents and I have a lot of fun together.	[]	[]	5
6. I never worry about anything.-----	[]	[]	6
7. I find it very hard to talk in front of the class.-----	[]	[]	7
8. I wish I were younger.-----	[]	[]	8
9. There are lots of things about myself I'd change if I could.-----	[]	[]	9
10. I can make up my mind without too much trouble.-----	[]	[]	10
11. I'm a lot of fun to be with.-----	[]	[]	11
12. I get upset easily at home.-----	[]	[]	12
13. I always do the right thing. -----	[]	[]	13
14. I'm proud of my school work.-----	[]	[]	14
15. Someone always has to tell me what to do.	[]	[]	15

SEI (Grades 4-6) continued

	LIKE ME L	UNLIKE ME U	
16. It takes me a long time to get used to anything new. -----	[]	[]	16
17. I'm often sorry for the things I do. ---	[]	[]	17
18. I'm popular with kids my own age. -----	[]	[]	18
19. My parents usually consider my feelings.	[]	[]	19
20. I'm never unhappy. -----	[]	[]	20
21. I'm doing the best work that I can. ----	[]	[]	21
22. I give in very easily. -----	[]	[]	22
23. I can usually take care of myself. -----	[]	[]	23
24. I'm pretty happy. -----	[]	[]	24
25. I would rather play with children younger than me. -----	[]	[]	25
26. My parents expect too much of me. -----	[]	[]	26
27. I like everyone I know. -----	[]	[]	27
28. I like to be called on in class. -----	[]	[]	28
29. I understand myself. -----	[]	[]	29
30. It's pretty tough to be me. -----	[]	[]	30
31. Things are all mixed up in my life. -----	[]	[]	31
32. Kids usually follow my ideas. -----	[]	[]	32
33. No one pays much attention to me at home.	[]	[]	33
34. I never got scolded. -----	[]	[]	34
35. I'm not doing as well in school as I'd like to. -----	[]	[]	35
36. I can make up my mind and stick to it. -	[]	[]	36
37. I really don't like being a boy - girl. -	[]	[]	37
38. I have a low opinion of myself. -----	[]	[]	38

SEI (Grades 4-6) continued

	LIKE ME L	UNLIKE ME U	
39. I don't like to be with other people. -	[]	[]	39
40. There are many times when I'd like to leave home. -----	[]	[]	40
41. I'm never shy. -----	[]	[]	41
42. I often feel upset in school. -----	[]	[]	42
43. I often feel ashamed of myself. -----	[]	[]	43
44. I'm not as nice looking as most people.	[]	[]	44
45. If I have something to say, I usually say it. -----	[]	[]	45
46. Kids pick on me very often. -----	[]	[]	46
47. My parents understand me. -----	[]	[]	47
48. I always tell the truth. -----	[]	[]	48
49. My teacher makes me feel I'm not good enough. -----	[]	[]	49
50. I don't care what happens to me. -----	[]	[]	50
51. I'm a failure. -----	[]	[]	51
52. I get upset easily when I'm scolded. --	[]	[]	52
53. Most people are better liked than I am.	[]	[]	53
54. I usually feel as if my parents are pushing me. -----	[]	[]	54
55. I always know what to say to people. --	[]	[]	55
56. I often get discouraged in school. ----	[]	[]	56
57. Things usually don't bother me. -----	[]	[]	57
58. I can't be depended on. -----	[]	[]	58

APPENDIX B

Instructions

Teacher: Please read entire instruction page before administering test.

Directions for administering the SEI - 1st, 2nd and 3rd Grades

"PUT YOUR NAME AT THE TOP OF THE PAGE."

"I'M GOING TO ASK YOU SOME QUESTIONS ABOUT HOW YOU USUALLY FEEL ABOUT THINGS. SOMETIMES YOU'LL WANT TO ANSWER YES, SOMETIMES YOU'LL WANT TO ANSWER NO."

"LOOK AT THE FIRST TWO BOXES OVER HERE." (point)
"THIS IS THE YES BOX," (point) "THIS IS THE NO BOX." (point)
"SHOW ME THE YES BOX." (have children point) "SHOW ME THE NO BOX."

(Point to the yes box, then ask:) "WHAT BOX IS THIS?"

(Point to the no box, then ask:) "WHAT BOX IS THIS?"

Repeat or explain individually to children who do not respond appropriately.

"IF YOU WANT TO ANSWER YES, PUT AN X IN THE YES BOX."

"IF YOU WANT TO ANSWER NO, PUT AN X IN THE NO BOX."

Example on Chalkboard:

YES NO

Do you like to eat candy?

(Put an X in the appropriate box after children respond orally.)

"THIS IS A MARKER TO HELP YOU KEEP YOUR PLACE. NOW, PUT YOUR MARKER UNDER THE FIRST TWO BOXES. LISTEN."

1 - Read . . . "PUT YOUR X DOWN."

"READY, MOVE YOUR MARKER DOWN TO THE NEXT SET OF BOXES. LISTEN."
2 - Read . . . continue in this manner until you have finished the test.

Please administer the test in two sittings;
sitting one, items 1-28, sitting two, items 29-58.

If possible, it is strongly advised that you
administer the test to groups of 8-10 children at a time.
Have the children's seats arranged in a manner to minimize
copying behavior.

READ EACH ITEM PLUS THE ALTERNATE AND WORDS IN PARENTHESES.

You will need to have a marker for each child.

APPENDIX C

SEI - Grade 1-3

Mark with an [X]

NAME _____

YES NO

- | | | |
|--|---------|-----|
| 1. Do you think you spend a lot of time daydreaming? | 1. [] | [] |
| 2. Are you pretty sure of yourself? | 2. [] | [] |
| 3. Do you often wish you were someone else? | 3. [] | [] |
| 4. Do you think you're easy to like? | 4. [] | [] |
| 5. Do your parents (Mom & Dad) and you have a lot of fun together? | 5. [] | [] |
| 6. Do you ever worry about anything? | 6. [] | [] |
| 7. Do you find it very hard to talk in front of the class? | 7. [] | [] |
| 8. Do you wish you were younger? (not as old as you are) | 8. [] | [] |
| 9. Do you think there are lots of things about yourself you'd change if you could? | 9. [] | [] |
| 10. Do you think you can make up your mind about things without too much trouble? | 10. [] | [] |
| 11. Do you think you're a lot of fun to be with? | 11. [] | [] |

	YES	NO
12. Do you get upset easily at home?	12. []	[]
13. Do you think you <u>always</u> do the right thing?	13. []	[]
14. Are you proud of your school work?	14. []	[]
15. Does someone always have to tell you what to do?	15. []	[]
16. Does it take you a long time to get used to anything new?	16. []	[]
17. Do you often feel sorry about the things you do?	17. []	[]
18. Do you think you're popular with kids your own age? Alternate: Do you think kids your own age like to be with you and do things with you?	18. []	[]
19. Do you think your parents (Mom & Dad) usually consider your feelings? Alternate: Do your parents usually want to know how you feel about things?	19. []	[]
20. Are you <u>ever</u> unhappy?	20. []	[]
21. Do you think you're doing the best work that you can?	21. []	[]
22. Do you think you give in very easily? (Optional: Explain with example)	22. []	[]
23. Do you think you can usually take care of yourself?	23. []	[]

	YES	NO
24. Are you pretty happy?	24. []	[]
25. Would you rather play with children younger than you?	25. []	[]
26. Do you think your parents (Mom & Dad) expect too much of you? Alternate: Do you think your Mom & Dad want you to do things better than you think you can do them?	26. []	[]
27. Do you like everyone you know?	27. []	[]
28. Do you like to be called on in class?	28. []	[]
29. Do you think you understand yourself? Alternate: Do you think you know a lot about yourself-how you think and feel about things?	29. []	[]
30. Do you think its pretty tough to be you?	30. []	[]
31. Do you think things are all mixed up in your life?	31. []	[]
32. Do kids usually follow your ideas?	32. []	[]
33. Do you think people pay much attention to you at home?	33. []	[]
34. Do you ever get scolded? (yelled at?)	34. []	[]
35. Are you doing as well in school as you'd like to?	35. []	[]
36. Can you make up your mind and stick to it?	36. []	[]

	YES	NO
37. Do you like being a boy - girl?	37. []	[]
38. Do you think bad things about yourself?	38. []	[]
39. Do you like to be with other people?	39. []	[]
40. Are there times when you'd like to leave home?	40. []	[]
41. Are you ever shy?	41. []	[]
42. Do you often feel upset (feel bad) in school?	42. []	[]
43. Do you often feel ashamed of yourself?	43. []	[]
44. Do you think that you're as nice looking as most people?	44. []	[]
45. If you have something to say, do you usually say it?	45. []	[]
46. Do you think kids pick on you very often?	46. []	[]
47. Do you think your parents (Mom & Dad) understand you: Alternate: Do you think your Mom & Dad understand how you think and feel about things?	47. []	[]
48. Do you <u>always</u> tell the truth?	48. []	[]
49. Does your teacher make you feel like you're not good enough?	49. []	[]

	YES	NO
50. Do you care what happens to you?	50. []	[]
51. Do you think you're a failure?	51. []	[]
52. Do you get easily upset when you're scolded? (Yelled at?)	52. []	[]
53. Do you think most people are better liked than you are?	53. []	[]
54. Do you usually feel as if your parents want you to be doing too many things?	54. []	[]
55. Do you always know what to say to people?	55. []	[]
56. Do you often get discouraged in school?	56. []	[]
57. Do things usually bother you?	57. []	[]
58. Do you think you can be depended on? (Example) Alternate: If someone asks you to do something, can they be pretty sure you'll do it without having to be checked up on?	58. []	[]

APPENDIX D

RAW DATA MALE/FEMALE GRADES 1-6

Grade 1	Code No.	SEI Score	Code No.	SEI Score
	831011440	56	832005120	60
	831014320	56	832002160	62
	831010540	60	832001340	48
	831003800	44	832009900	48
	831002160	48	832011320	40
	831004580	68	832014880	68
	831009060	64	832007120	54
	831009380	42	832013040	44
	831004560	68	832001480	56
	831002240	46	832013460	64
	831006460	52	832014920	24
	831011180	64	832003420	56
	831014280	44	832009920	56
	831009880	44	832012060	52
	831011800	56	832012760	54
	831002620	58	832002940	60
	831001100	58	832010120	58
	831015460	48	832005020	68
	831006640	54	832003520	56
	831001640	66	832007680	58
	831006560	60	832005320	52
	831009700	48	832014740	38
	831015600	50	832000740	54
	831005640	38	832002820	64
	831011460	46	832012420	54
	831002360	72	832005620	46
	831006780	62	832011020	48
	831008520	38	832002840	84
	831008700	66	832006880	82
	831011100	54	832007800	82
	831006160	54	832008540	84
	831001880	56	832014240	58
	831002860	72	832004020	58
	831005600	44	832004060	70
	831009020	54	832007940	62
	831009520	58	832010520	56
	831014760	52	832010560	64
	831008400	62	832014100	62
	831015440	62		

Grade 2	Male		Female	
	Code No.	SEI Score	Code No.	SEI Score
	821003560	62	822001760	42
	821006420	72	822005220	54
	821006740	72	822011680	70
	821014280	68	822005700	72
	821001460	58	822004200	62
	821003900	76	822005860	40
	821005540	60	822012820	44
	821014140	78	822011300	84
	821015380	58	822011320	52
	821015600	50	822005360	58
	821013920	54	822010100	46
	821003320	76	822005100	60
	821001400	64	822006680	70
	821007220	62	822003100	46
	821003880	50	822005900	44
	821008140	72	822007060	46
	821006820	48	822013220	52
	821003440	44	822002760	52
	821012100	46	822003660	60
	821014120	78	822003480	58
	821005200	4		
	821005260	4		
	821007380	52		
	821008520	58		
	821009960	68		
	821011660	52		
	821015640	68		
	821003840	56		
	821007460	70		
	821001660	52		
	821004560	50		
	821008500	46		
	821009800	52		
	821015820	70		
	821016380	58		
	821003400	62		
Grade 3	811007180	62	812011980	52
	811009520	74	812002620	64
	811010220	72	812004640	58
	811010380	42	812004940	52
	811003440	62	812010020	48
	811008700	52	812012960	62
	811009800	50	812014180	48
	811010920	54	812006440	56
	811014900	46	812007560	52
	811006120	54	812005620	62
	811001540	66	812009420	50

Grade 3	Male		Female	
	Code No.	SEI Score	Code No.	SEI Score
	811005060	64	812002880	52
	811001160	58	812004440	42
	811001620	52	812012100	36
	811004500	44	812013100	56
	811011580	66	812013400	52
	811000560	78	812000280	60
	811006220	66	812006180	60
	811009320	54	812012720	62
	811014060	58	812006240	56
	811015200	72	812007300	66
	811008020	44	812008760	52
	811009340	36	812000260	58
	811011120	34	812001080	68
	811013820	52	812009120	62
	811002460	52	812009660	42
	811013680	56	812012140	42
	811002770	52	812008140	42
	811004300	58	812013681	58
	811005260	70	812002630	52
	811014720	44	812003910	62
	811019837	36	812018900	60
	811003830	64	812017310	42
	811001780	62		
	811003800	54		
	811012470	48		
Grade 4	801003260	58	802001780	48
	801004400	28	802003540	32
	801014520	70	802003560	54
	801008520	72	802003860	52
	801000520	62	802006480	34
	801003120	72	802004920	44
	801003380	78	802008820	72
	801003900	80	802001820	76
	801004900	46	802005770	44
	801005280	72	802006140	50
	801006380	46	802010280	74
	801009820	60	802005300	50
	801013880	74	802005400	78
	801015060	66	802006440	58
	801005800	56	802006560	56
	801009620	60	802006740	40
	801014180	78	802007940	48
	801003200	74	802008740	44
	801000170	52	802008760	54
	801002980	54	802011200	68

Male			Female	
Grade 4	Code No.	SEI Score	Code No.	SEI Score
	801004440	80	802006820	38
	801006220	78	802006680	56
	801008120	54	802006080	50
	801009160	66	802006420	48
	801010740	40	802010620	54
	801010220	82	802012120	50
	801007490	76	802008900	50
	801000240	74	802009010	58
	801003880	68	802010900	54
	801009100	50	802005380	46
	801011240	70	802011780	54
	801001680	60	802005360	48
	801010440	82	802005860	64
	801006580	72	802011060	66
	801002720	50	802011220	54
			802012360	52
Grade 5			792000560	70
	791004080	74	792003760	66
	791004100	58	792006600	54
	791005080	52	792008040	64
	791005480	74	792013200	26
	791011020	74	792013460	54
	791012060	74	792014320	60
	791009820	68	792914500	46
	791003560	42	792004060	38
	791005380	58	792005280	68
	791014680	58	792015120	46
	791015360	48	792001780	62
	791008420	62	792002940	88
	791004420	58	792003620	90
	791006580	50	792005460	80
	791015015	52	792006380	50
	791002800	80	792006510	42
	791007440	72	792010520	76
	791007590	44	792012760	54
	791011000	54	792014300	66
	791005560	78	792006940	86
	791008780	74	792004760	64
	791014660	50	792004460	56
	791014960	62	792006300	68
	791014440	60	792015100	68
			792001840	52
			792013720	48
			792015010	74
			792006260	42

Male			Female	
Grade 5	Code No.	SEI Score	Code No.	SEI Score
			792013780	66
			792013815	54
			792015020	60
			792006920	70
			792008210	46
			792009180	66
			792002820	50
			792008680	84
			792010660	62
Grade 6	781003540	64	782003620	64
	781004160	64	782005600	68
	781005190	64	782006700	62
	781010140	70	792013480	74
	781011560	58	782014380	62
	781009480	56	782003600	72
	781014440	60	782005490	92
	781005060	94	782013440	72
	781013820	94	782002180	84
	781000650	68	782012575	72
	781001400	68	782005300	70
	781001460	58	782006060	72
	781003580	78	782010740	38
	781005120	74	782010820	80
	781007620	70	782008520	44
	781007720	64	782012140	86
	781014280	90	782010220	84
	781001005	64	782014420	66
	781012020	72	782003070	46
	781006400	72	782012520	28
	781003360	58	782003400	80
	781003380	62	782005140	28
	781006460	60	782008140	74
	781006680	58	782011520	68
	781010400	68	782002980	68
	781012840	42	782005520	98
	781008500	72	782010420	76
	781011960	66		
	781013100	74		
	781002800	46		
	781003520	74		
	781005740	60		
	781007570	88		
	781012600	82		

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